

Keio University Syllabus and Timetable

JAPANESE BUDDHISM AND SOCIAL SUFFERING

Subtitle	Priests and Temples Reviving Human Relationship and Civil Society
Lecturer(s)	WATTS, JONATHAN S.
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Mon.3,4
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	52888
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study 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.
K-Number	CIN-CO-00143-212-08

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

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

There will be a variety of teaching methods from homework, readings, group processes, in-class videos, and guest speakers. This course will attempt to be as interactive as possible, so students should be ready to reflect on the issues personally as they experience them as residents of Japan, and to express these reflections not only intellectually but emotionally as well. Regular field trips for this course have been cancelled due to COVID since 2020, but it is hoped that they can be resumed on a limited basis for this course. As such, THIS COURSE IS LIMITED TO 30 STUDENTS. PLEASE SEE DETAILS BELOW.

Lesson 1

A Brief History of Japanese Buddhism

Lesson 2

The Civilizational Culture of Buddhism meets Japan's Particular Cultural Identity

Lesson 3

Unit 1: Understanding Japanese Society through a Buddhist Lens & Buddhist Social Analysis

Lesson 4

Unit 1: The Present Crisis in Japanese Society: The Disconnected Society 無縁社会

Lesson 5

Unit 2: The Present Crisis in Japanese Buddhism

Lesson 6

Unit 2: Reforming Funeral Buddhism through End-of-Life Care

Lesson 7

Unit 2: The Suicide Prevention Priests of Japan Part I

Lesson 8

Unit 2: The Suicide Prevention Priests of Japan Part II

Lesson 9

Unit 3: Buddhist Kaihotsu 開発 Development to Confront Rural Decline, Migrant Laborers, Poverty & Homelessness

Lesson 10

Unit 3: Nuclear Energy & the Eco-Temple

Lesson 11

Unit 4: Imperial-Way Buddhism 皇道仏教 in the Pre-War Era

Lesson 12

Unit 4: Japanese Buddhist Peace Activism in the Post-War Era

Lesson 13

Unit 5: A Buddhist Vision for Japan: From Social Dukkha to Social Nirvana

Lesson 14

Unit 5: Reviving the Spirit of Kamakura Buddhism for 21st Century Japan

Other

Method of Evaluation

1. Exam N/A
2. Attendance, Participation (30%)
3. Mid term Literature Review (20%)
4. Final Paper (50%)

Textbooks

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

Reference Books

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

This course will be taught as face-to-face only. The number of students in the course is capped at 30. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery. 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、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. 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!

Question/Comments

Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 30 years involved in NGO/NPO work with Buddhist based organizations. He has been researching and assisting Japanese Buddhists engaged in a variety of forms of social work. This research forms the basis of this course and will be published in a large comprehensive volume in 2022. He has also written and edited three other books on related issues: Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (Yokohama: International Buddhist Exchange Center, 2013), Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012) and This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (Yokohama: International Buddhist Exchange Center, 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.

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE ART HISTORY

Subtitle	Introduction to Japanese Art: Characteristics and Diversity of Japanese Visual Art
Lecturer(s)	SHIRAHARA, YUKIKO
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Thu.3,4
Campus	Mita
Classroom	142-A
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	30455
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to obtain knowledge and skills to appreciate fundamental and diverse characteristics of Japanese visual art dealing with Japanese art from the ancient times to the contemporary.
K-Number	CIN-CO-00123-212-01

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course deals with masterpieces of Japanese visual artwork from the ancient times to the contemporary. Their meaning, expression, material and technique are to be explained, aiming for guiding students to obtain basic knowledge and skill to appreciate/understand essential work of Japanese art. Each class consists of two sessions as following, as having short break(s). Details of the course plan (consisting of lectures, group discussions, a personal presentation, and the final report), reference and evaluation system are announced in the first session (June 8).

Course Plan**Lesson 1**

Introduction: Japan in Far East in Asia -Topography and Cultural History-
Course Plan/References/Evaluation System

Lesson 2

"Borderless" between Fine Art and Decorative Art

Lesson 3

Formats, Materials and Techniques of Japanese Painting

Lesson 4

Materials and Techniques of Bronze, Wood, and Lacquer Ware

Lesson 5

Literature, Poem and Visual Art: Picture Scroll of the Tale of Genji

Lesson 6

Story and Landscape Drawn by Ink Line: Picture Scroll of the Legends of Mt. Shigi

Lesson 7

Buddhist Teachings and Their Visual Image: from Ancient Concepts to Zen Buddhism

Lesson 8

Religious Imagery Based on "Kami-Buddha Combination" Concept Originated in Japan

Lesson 9

Tea Culture/Mask and Costume of Noh and Kyogen Performances

Lesson 10

Hizen Porcelain Connecting Japan to the West

Lesson 11

Painting of Momoyama and Edo Periods: Kano, Hasegata, Tosa and Rimpa schools' representative work

Lesson 12

Ukiyo-e: from Harunobu, Hokusai to "Japonisme" of the West

Lesson 13

Modern and Contemporary Japanese Art: Artists Crossing Various Borders

Lesson 14

Student's Presentation/Review and Summary

Other

Preparation for the Final Report

Method of Evaluation

1. Attendance (more than 2/3 of session time) with submission of own comment or question's answer at each class: 40%
 2. Personal presentation: 20%
 3. Final report: 40%
- (No examination)

Textbooks

No text book for the course.

Reference Books

References for each theme or genre will be announced in sessions.

Lecturer's Comments to Students

Students are requested to prepare own paper notebook (not an electric device) and a writing tool at attending class, which should help you for writing comment or answer in the class. Feedback of is done at the beginning of the next session or class.

All slides used in each session are visible in K-LMS in PDF form after the class (not beforehand).

Students need to review slides and further study by oneself to prepare own presentation (by using PowerPoint) and writing the final report. Accordingly, students will need to spend two hours per week, at least, during the course.

Additional information is to be put up in K-LMS.

Question/Comments

Students can ask questions to the instructor directly in/after the session or write on a comment/answer sheet.

Instructor will answer it in the following class or comment to the student personally, depending on the case.

Let the instructor know as soon as possible if students have some unavoidable obstacle or accident to attend the class (e-mail is most accessible) . As far as instructor accepts the reason, students are able to take "make-up" short report about contents of the missing class, which will result certain points.

Keio University Syllabus and Timetable

MODERN HISTORY OF DIPLOMATIC AND CULTURAL RELATIONS BETWEEN JAPAN AND THE WORLD

Subtitle	Modern History of Diplomatic and Cultural Relations between Japan and the World
Lecturer(s)	OHTA, AKIKO
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Mon.4
Campus	Mita
Classroom	441
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	55576
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the 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.
K-Number	CIN-CO-00153-212-03

[▼ Detail](#)

Course Contents/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 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.

In April, the course will be basically Online (On-demand and Real-time Zoom), and from May through July face-to-face. Further details of [On-demand] or [Zoom] classes will be announced at the beginning of the semester.

Students are expected to attend the classes, to participate in discussions, to submit short assignments from time to time, to choose a research project of their own choosing and hand in a semester-end paper of about 2,500 (~3,000) words by the end of the semester. (The number of words excludes notes and bibliography, and the paper should be written in a formal style, with reference notes and a list of bibliography.)

Although optional, students are also encouraged to make a brief presentation during the semester. (Further details will be announced in class.)

The course plan below is a guideline, and the details are subject to change depending on the circumstances. The number of On-Demand classes and Zoom classes are also subject to change, depending on the circumstances. The students are expected to check the announcements, and follow the instructions.

Course Plan

Lesson 1

Lesson 2

Japan and the World before the Opening of Japan
Please check the Online announcement. [On-demand]

Lesson 3

The Opening of Japan and the international society in the mid-nineteenth century [Zoom]

Lesson 4

The First Treaty with the West: Lecture [face-to-face]

Lesson 5

The Analysis of the First Treaty with the West(the US-Japan Treaty of Peace and Amity): Presentation and Discussion [face-to-face]

Lesson 6

Subsequent treaties with the West: Lecture

Lesson 7

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

Lesson 8

The Iwakura Mission (1): Lecture

Lesson 9

The Iwakura Mission (2): Presentation & Discussion

Lesson 10

Japan and the World <1870s ~ 1900> (1): Lecture

Lesson 11

Japan and the World <1870s ~ 1900> (2): Analysis of Fukuzawa Yukichi "On De-Asianization (Datsua-Ron)".
Presentation & Discussion

Lesson 12

Japan and the World <1870s ~ 1900> (3): Presentation & Discussion

Lesson 13

Round-up, including Japan and the World <1900 ~ 1930s>: Lecture, Presentation & Discussion

Lesson 14

Submission of the Semester-end paper.
In-class essay. Course Summary and Review.

Other

Review and summing up / Make-up class /Additional Instruction.

The course plan is a guideline, and the details are subject to change depending on the circumstances.

Method of Evaluation

Grading Methods :

1. Short assignments during the course. (Details to be announced during class.)
2. Semester-end paper: about 2,500 (~ 3,000) words to be submitted by the end of the semester. (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.
4. In-class essay, if possible, on July 17th.

Textbooks

Printed materials will be distributed online.

Reference Books

A book list will be provided in class online.

Lecturer's Comments to Students

1. The course will be a mixture of Online classes (On-demand or Real-time Zoom) classes in April, and face-to-face classes from May through July. The contents will be a combination of lecture, individual assignments (short essays or quizzes during the semester and a final paper), and discussion. Students are expected to take an active part in the discussion. Making a mini-presentation (Zoom) is strongly desirable. Do not come to class unprepared.
2. The 1st session in April will be an Online (On-demand) class.
There will be no live streaming, and all the necessary information will be provided Online. Please check the details before the first class begins.
3. Zoom link will be notified after the 2nd session. Classes from May onwards will be run on a face-to-face style.

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE CINEMA 1

Lecturer(s)	MES, THOMAS P.
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Thu.5
Campus	Mita
Classroom	457
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	37919
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the origins of cinema in Japan and its development up to the present day by developing the knowledge of the course topic.
K-Number	CIN-CO-00123-212-01

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course explores the origins of cinema in Japan and its development up to the present day. It will look into cultural influences that shaped approaches to filmmaking as well as narrative conventions and genres. We will also investigate how Japanese films have shaped foreign views of Japan and Japanese culture. Particular attention will be paid to issues and problems of film study in relation to cinema from Japan, including the construction of the “Japaneseness” of Japanese films.

Goals:

To develop knowledge of the course topic (Film in Japan) and the research and debates that have been central to it.

To develop general skills in the critical reading of and reflecting on academic texts.

To apply these skills to the course topic in the shape of analytical papers, including on films viewed in class.

Course Plan**Lesson 1**

Thursday, April 7

Japan and its cinema, through Western eyes

Incl. introduction, course structure and scheduling

Required reading: Yoshimoto

Lesson 2

Thursday, April 14

FILM SCREENING: *Rashomon* (*Rashōmon*, dir: Kurosawa Akira, 1950)

Required reading: Mes (1)

Lesson 3

Thursday, April 21

The beginnings of cinema: the sound of silent movies

Required reading: Gerow

Recommended viewing: *A Page of Madness* (*Kurutta ippeiji*, director: Kinugasa Teinosuke, 1932)

Lesson 4

Thursday, April 28

Sound, modernism, and the first Golden Age

Required reading: Wada-Marciano (1)

Recommended viewing: *Mr. Thank You* (*Arigatō-san*, director: Shimizu Hiroshi, 1936)

Lesson 5

Thursday, May 12

Cinema in war and occupation

Required reading: Hirano

Recommended viewings:

China Night (*Shina no yoru*, director: Fushimizu Osamu, 1940)

No Regrets for Our Youth (*Waga seishun ni kuinashi*, regie: Kurosawa Akira, 1946)

Lesson 6

Thursday, May 19

Ozu and Naruse: masters of the everyday

Required readings: Bordwell, Russell

Recommended viewing:

An Autumn Afternoon (*Sanma no aji*, director: Ozu Yasujirō, 1963)

When a Woman Ascends the Stairs (*Onna ga kaidan o noboru toki*, director: Naruse Mikio, 1960)

Lesson 7

Thursday, May 26

Kurosawa and Mizoguchi: masters of the historical drama

Required readings: Prince, Mellen

Recommended viewing:

Seven Samurai (*Shichinin no samurai*, director: Kurosawa Akira, 1954)

The Life of Oharu (*Saikaku ichidai no onna*, director: Mizoguchi Kenji, 1952)

Lesson 8

Thursday, June 2

Yakuza, samurai, and Japanese cowboys: the genre films of the studio era

Required reading: Schrader

Recommended viewing: *Tokyo Drifter* (*Tokyo nagaremono*, director: Suzuki Seijun, 1965)

Lesson 9

Thursday, June 9

“Nūberu bāgu”: young and angry in the 1960s

Required reading: Desser

Recommended viewing: *The Sun's Burial* (*Taiyō no hakaba*, regie: Ōshima Nagisa, 1960)

Lesson 10

Thursday, June 16

New genres and the fall of the studios

Required reading: Zahlten

Recommended viewing: *Sailor Suit and Machine Gun* (*Sērāfuku to kikanjū*, director: Sōmai Shinji, 1981)

Lesson 11

Thursday, June 23

Another new wave? The West's "rediscovery" of Japanese cinema (1989-today)

Required reading: Wada-Marciano (2)

Recommended viewing: *Maborosi* (*Maboroshi no hikari*, director: Koreeda Hirokazu, 1995)

Lesson 12

Thursday, June 30

FILM SCREENING: *Rainy Dog* (*Gokudō kuroshakai reinī doggu*, dir: Miike Takashi, 1997)

Required reading: Mes (2)

Lesson 13

Thursday, July 7

The long road: female filmmakers in Japan

Required reading: Saito

Recommended viewing: *The Eternal Breasts* (*Chibusa yo eien nare*, regie: Tanaka Kinuyō, 1955)

Lesson 14

Review / Summary / Examination (Paper)

Other

Any additions to the syllabus will be communicated during the first class.

Method of Evaluation

The course will contain three assignments: **two mid-term papers** based on the films viewed in class (see sessions 2 and 12) and **a final term paper** on a topic of your choosing related to the course.

Writing of the final term paper will happen in two steps: a first draft and a final draft

You will be graded for each of the papers. Your final grade for the course will then be decided in the following manner:

Mid-terms papers grades: 25% each

Final paper grade: 50%

All deadlines will be communicated during the first class.

Textbooks

None

Reference Books

These readings will be available through K-LMS:

David Bordwell, *Ozu and the Poetics of Cinema*. Princeton: Princeton University Press, 1988, pp. 31-50

David Desser, *Eros Plus Massacre*. Bloomington: Indiana University Press, 1988, pp. 39-57

A.A. Gerow, "The Benshi's New Face: Defining Cinema in Taishō Japan", *Iconics* 3 (1994), pp. 69-86

Kyoko Hirano, "The Occupation and Japanese Cinema", *The Occupation of Japan: Arts and Culture*, ed. Thomas W. Burkman. Norfolk, 1988, pp. 142-153

Joan Mellen, "History through Cinema: Mizoguchi Kenji's *The Life of Oharu* (1952)", *Japanese Cinema: Texts and Contexts*, eds. Alastair Phillips and Julian Stringer. Abingdon and New York: Routledge, 2007, pp. 90-101

Tom Mes (1), "Rashomon in the Thicket of Geopolitics"

Tom Mes (2), "V-Cinema: How Home Video Revitalized Japanese Film and Mystified Film Historians", *Introducing Japanese Popular Culture*, ed. Alisa Freedman and Toby Slade. Abingdon and New York: Routledge, 2017, pp. 216-

Stephen Prince, *The Warrior's Camera: The Cinema of Akira Kurosawa*. Princeton: Princeton University Press, 1991, pp. 3-31

Catherine Russell, "From women's writing to women's films in 1950s Japan: Hayashi Fumiko and Naruse Mikio", *Asian Journal of Communication*

Lecturer's Comments to Students

Class format for this course is FACE-TO-FACE.

All class materials and feedback on assignments will be supplied through K-LMS.

Question/Comments

Dr. Tom Mes (t.mes@keio.jp)

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE CINEMA 2

Subtitle	Studying Anime
Lecturer(s)	MES, THOMAS P.
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Thu.5
Campus	Mita
Classroom	527
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	37938
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the history of Japanese animation and its global reach by means of the arguments put forth by leading scholars in the English language.
K-Number	CIN-CO-00123-212-01

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This seminar will cover leading theoretical approaches to Japanese animation as viewed from abroad. Is anime a genre? A culture? An industry? How do we actually define anime? And what reasons exist for studying anime in the first place? To answer these questions, we will explore the history of Japanese animation and its global reach by means of the arguments put forth by leading scholars in the English language, including notably Rayna Denison, Susan Napier, Thomas Lamarre, and Jonathan Clements. We will look at the themes they identify in and around anime, such as the shojo, the otaku, and techno-orientalism, as well as investigating to what extent characteristic production methods such as hand-drawn animation define a supposedly unique nature of anime. In the process we will also attempt to identify the transnational aspects that have long formed a part of “Japanese” animation, by asking the question: how Japanese is anime?

This course has two main goals: 1) To familiarize students with major academic literature on and theoretical approaches to anime; 2) To familiarize students with applying theoretical frameworks to the study of popular culture, in the shape of assignments and a term paper.

Course Plan**Lesson 1**

Why and how should we study anime?

Lesson 2

Four approaches to anime, part 1: Anime as genre

Required reading: Denison, p.15-29

Lesson 3

Four approaches, part 2: Anime as data

Required reading: Napier, p.15-34

Lesson 4

Four approaches, part 3: Anime as medium

Required reading: Lamarre, p.45-54

Lesson 5

Four approaches, part 4: Anime as industry

Required reading: Clements, p.1-19

Lesson 6

Hand-drawn animation: Gainax vs. Studio Ghibli

Required reading: Lamarre, p.64-76

Lesson 7

The joy of movement: *Castle of Cagliostro* film viewing

Lesson 8

The media mix

Required reading: Steinberg, p.vii-xvii

Lesson 9

Fan cultures and the otaku, part 1

Required reading: Azuma

Lesson 10

Fan cultures and the otaku, part 2

Required reading: Saito

Lesson 11

Anime tourism

Required reading: Norris

Lesson 12

Nature/future: Anime and the Anthropocene

Required reading: Hecht

Lesson 13

How Japanese is “anime”?

Required reading: Clements, p.177-190

Lesson 14

Final assignment:

In its podcast, Anime News Network interviewed Carl Macek, one of the pioneers of distributing Japanese animation in North America. Macek was behind the creation of Robotech, the global success of Akira, and the first Miyazaki Hayao films released in the US:

<https://www.animenewsnetwork.com/anncast/2010-01-14>

Please listen to the interview (note: it's just over 2 hours long) and write a report that discusses Macek's work with anime, within the context of what you've learned during the course.

Other

Any additions to the syllabus will be communicated in the first class.

Method of Evaluation

This course will contain a total of three graded assignments: two mid-term reports, based on the film viewing from session 7 and one film viewing at home (week 11), and your final report on the Carl Macek podcast. All three count toward your final grade for the course.

Assignment deadlines will be communicated during session 1.

Further instructions about the assignments will be given during the course.

Textbooks

None

Reference Books

All required readings will be available through K-LMS.

Hiroki Azuma. 2001/2009. *Otaku: Japan's database Animals*, Minneapolis: University of Minnesota Press

Jonathan Clements. 2013. *Anime: A History*, London: British Film Institute

Rayna Denison. 2015. *Anime: A Critical Introduction*, London and New York: Bloomsbury Academic

Thomas Lamarre. 2009. *The Anime Machine: A Media Theory of Animation*, St. Paul: University of Minnesota Press

Susan J. Napier. 2005. *Anime from Akira to Howl's Moving Castle: Experiencing Contemporary Japanese Animation*, New York: Palgrave

Craig Norris, "Studio Ghibli Media Tourism", in: Alisa Freedman and Toby Slade (ed.), *Introducing Japanese Popular Culture*. London: Routledge, 2017, p. 114-122

Roger W. Hecht, "Only Yesterday: Ecological and Psychological Recovery", in: *Resilience: A Journal of the Environmental Humanities*, Vol. 2, No. 3 (Fall 2015), pp. 166-171

Saito Tamaki, "Otaku Sexuality", in: Christopher Bolton, Istvan Csicsery-Ronay Jr., and Takayuki Tatsumi ed., *Robot Ghosts and Wired Dreams*. Minneapolis: University of Minnesota Press, 2007

Marc Steinberg, *Anime's Media Mix: Franchising Toys and Characters in Japan 2012*

Lecturer's Comments to Students

Looking at Japanese animation and how it flows across borders tells us a lot about the changing role of Japan in the global imaginary and in global politics. Anime provides a window into Japan in the 20th and 21st centuries, as well as a framework for understanding how media interact.

As noted, we have two mid-term assignments and a final report. I will provide feedback in K-LMS on your assignments.

I recommend reading the assigned texts AFTER each week's class. Note that there is no required reading for the first week.

Question/Comments

Dr. Tom Mes, t.mes@keio.jp

Keio University Syllabus and Timetable

DEEP CULTURE DIFFERENCE : UNDERSTANDING JAPAN THROUGH CROSS-CULTURAL COMPARISON

Subtitle	Understanding Japan through Cross-Cultural Comparison
Lecturer(s)	SHAULES, JOSEPH
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	512
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	47457
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn about the psychology of experiencing cultural difference and examine cultural differences between Japan and other countries.
K-Number	CIN-CO-00133-212-10

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

In this course we will learn about the psychology of experiencing cultural difference and examine cultural differences between Japan and other countries. We will see that culture affects us at the level of the unconscious mind, and that understanding cultural difference requires process of deep culture learning. The class has two parts, 1) the psychology of deep culture, and 2) analyzing cultural difference. The ultimate goal of this course is a deeper understanding of how culture shapes our minds, and how to gain deeper understanding of Japan and other cultural communities.

Course Plan

Lesson 1

First class – The deep culture of Japan

Lesson 2

The "Oz Moment" and the "international brain".

Lesson 3

The autopilot - System one versus system two

Lesson 4

Lesson 5

Systematic Intuitions - Learning to read cultural patterns

Lesson 6

Dilemma theory and deep cultural difference

Lesson 7

The cognition of in-group and out-group

Lesson 8

Deep Culture and Status

Lesson 9

Deep culture and our moral compass

Lesson 10

Deep culture and issues of control

Lesson 11

Deep culture and time

Lesson 12

Life spaces, privacy and identity

Lesson 13

Student presentations

Lesson 14

End of semester course review

Other

We will be using an online learning platform for interaction between students and engaging more deeply with the material.

Method of Evaluation

1. Final exam (30%)
2. Final Presentation (30%)
3. Participation (attendance + HW assignments) (40%)

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

The class format is both online and in-person (hybrid). NOTE: Students who are in Japan will attend in-person; students not in Japan will attend on-line. Online access will be through Canvas LMS. The class will be taught in real time (not on demand). If you have any questions related to these matters, please contact the instructor directly: shaules@keio.jp.

Keio University Syllabus and Timetable

ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN

Subtitle	"ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN"
Lecturer(s)	HISHIYAMA, YUKO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Sat.3
Campus	Mita
Classroom	313
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	37464
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to get a firm grounding in cultural, social, historical, and practical aspects of art in contemporary Japan through diverse activities including workshops, field trips and research.
K-Number	CIN-CO-00123-212-01

[▼ Detail](#)

Course Contents/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.

Course Plan

Lesson 1

Introduction.

Japanese handicrafts 1

Traditional technique of Japanese handicraft. Understanding of craftsmanship.

Lesson 2

Japanese handicrafts 2

Workshop.

Traditional technique of Japanese handicrafts. Understanding of craftsmanship.

Experience of traditional handicrafts.

Lesson 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.

Lesson 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.

Lesson 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.

Lesson 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.

Lesson 7

Japanese Traditional Performing Arts 1

Lecture and workshop.

Studying about Japanese classical theater art.

Lesson 8

Japanese Traditional Performing Arts 2

Lecture and workshop.

Studying about Japanese classical theater art. Might visit to related facilities outside of class hours.

Lesson 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.

Lesson 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.

Lesson 11

Today's Performing Arts in Japan1

Workshop.

Studying about stage art, costume design, sound design, performance.

Lesson 12

Hand Lettering, poster designs and typography inspiration.

Studio work.

Illustrations, Manga, Character Design. Flier/poster design for student art exhibition.

Lesson 13

"Student Art Exhibition"

Curate an Art Show. Presentation of students' art works and Wrap-up. Discussion. Critique.

Lesson 14

"Student Art Exhibition"

Curate an Art Show. Presentation of students' art works and Wrap-up. Discussion. Critique.

Other

Coursework and Assignments/Makeup Class/Visit to Facilities/Fieldwork

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

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.

Lecturer's Comments to Students

The syllabus is subject to change at the discretion of the instructor; changes will be announced in class.

Keio University Syllabus and Timetable

GENDER, CULTURE AND MODERNITY IN INTERWAR JAPAN

Subtitle	Gender, Culture and Modernity in Interwar Japan
Lecturer(s)	NOTTER, DAVID M.
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Fri.3
Campus	Mita
Classroom	422
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	13627
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study on the new 'modern' forms of social life that define this interwar period and examine in particular the new lifestyles, the new ideals of home and family life, as well as new gender roles and new cultural forms.
K-Number	CIN-CO-00153-212-03

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

While the history of Japan as a modern nation begins in the Meiji era, much of what we recognize as typical of 'modern life' in Japan begins in the Taisho period, or more generally in the 'interwar' period which extends into the early years of the Showa era. In this class we will examine in detail several aspects of this new 'modern life' with particular attention given to the new social roles, new gender roles, new lifestyles, and new forms of culture that emerged among the new middle class. This course will be conducted as a seminar, but short 'mini lectures' will be given from time to time on several of these topics. Our main text will be 'House and Home in Modern Japan' by Jordon Sand; this book will serve as the basis for weekly class discussions. In addition, students will be assigned a book (on reserve in the library) to summarize (in small groups) in the form of a group presentation. Finally, students will be asked to produce an essay, based either on a topic related to our main textbook, or a topic related to the book they have been asked to summarize.

Course Plan**Lesson 1**

Introduction to the Course

Lesson 2

The Emergence of the Modern Family or 'Katei'/Home Among the New Middle Class in the Taisho Era

Lesson 3

The Emergence of the 'Love Marriage' Ideal

Lesson 4

New Forms of Courtship

Lesson 5

'Love Scandals' of the Taisho Era

Lesson 6

New Ideals of Womanhood as Voiced by Influential Female Intellectuals such as Yosano Akiko

Lesson 7

New Social Roles for Women, New Occupations for Women

Lesson 8

The 'Modern Girl' as 'Moga' and New Categories of Female Deviance

Lesson 9

The Emergence of the 'Salary-man'

Lesson 10

The Ideology of 'Careerism' or 'Risshin Shusse'

Lesson 11

The New Media for Women such as the Influential Periodical 'Shufu no Tomo' (Housewife's Friend)

Lesson 12

The Emergence of the Modern Housewife and New Notions of Motherhood and Child-rearing

Lesson 13

The Taisho-era Transformation in School Culture at the Elite Higher Schools for Boys

Lesson 14

The Expansion of Education for Women and the Culture of Cultivation at the new Higher Schools for Women

Other

Assignments, Paper

Method of Evaluation

Evaluation will be based on attendance (20%), participation in class discussions (20%), summary presentation (30%), and final essay (30%).

Textbooks

Sand, J. *House and Home in Modern Japan: Architecture, Domestic Space, and Bourgeois Culture, 1880-1930*.
Harvard University Press, 2004.
ISBN: 978-0674012189

Keio University Syllabus and Timetable

AN INTRODUCTION TO JAPANESE HISTORY: SURVEYING JAPAN'S PRE-MODERN PAST

Subtitle	An Introduction to Japanese Pre-Modern History: Surveying Japan's Pre-Modern Past (Proto-Historic Japan to Sekigahara)
Lecturer(s)	KURASHIGE, JEFFREY Y.
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Tue.2
Campus	Mita
Classroom	446
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	17675
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to 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.
K-Number	CIN-CO-00153-212-03

[▼ Detail](#)

Course Contents/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

Lesson 1

Introduction and Proto-historic Japan: Jomon and Yayoi Japan

Lesson 2

The "Yamato" Era: Japan's First "Empire"

Lesson 3

The World of the Shining Prince: Aristocratic Rules and Lifestyles in the Heian Period

Lesson 4

Late Heian Society: The Insei Period

Lesson 5

The Making of the Samurai: The Gempei War

Lesson 6

The First Shogunate: Yoritomo's Kamakura Bakufu

Lesson 7

Review and Midterm Exam

Lesson 8

"Popular" Religions: New Faiths and New Systems

Lesson 9

The Mongol Invasions and the 14th Century "Divide"

Lesson 10

Zen and the Rise of the Ashikaga

Lesson 11

Life in the Muromachi Age and the Death of Cooperative Rulership

Lesson 12

The Onin War

Lesson 13

New Peripheries: the Creation of "Traditional" Japanese Culture

Lesson 14

Sengoku and the Unification

Other

Student presentations and final test

Method of Evaluation

Mid-term exam: 15% of the course grade

Final exam: 35%

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 lottery.

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.

First Session:

-Class Format: In-Person

Question/Comments

Please feel free to contact me by email ([kurashig\[at\]fbc.keio.ac.jp](mailto: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.

Keio University Syllabus and Timetable

JAPANESE FOREIGN POLICY

Subtitle	Issues and challenges in post-World War II Japan's international relations
Lecturer(s)	NOBORI, AMIKO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Thu.2
Campus	Mita
Classroom	413
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	17709
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn an introductory post-World War II Japanese history, with focus on foreign policy and discussion of domestic factors affecting it.
K-Number	CIN-CO-00233-212-06

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

1. Course Description :

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 Japan's Soft Power strategy.

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

2. Assignments

2-1. Weekly comments

The reading materials for this course are available in the Canvas LMS system. Students are required to write one short comment (150 words) on the reading material assigned for that week. The comment must be uploaded in the "Weekly comments" field of each class's folder by 11:00 am on the day before class. The comment must not be a summary of the reading material; for example, it can be a critical assessment of the author's argument, or a reaction to some specific part/s of the material, or a comparison with the case of your/other countries, etc. More information on how to write the comments will be provided during the first class.

2-2. Debate

Students will be divided into several groups for the debate to be held on Week 14. On Week 5, each group will be assigned time for selecting a topic related to Japan's postwar foreign policy to be discussed during the debate.

3. Term paper

There is no final exam. Students are required to submit a term paper (1,500 words including footnotes) on any of the topics related to post-World War II Japanese foreign policy. The paper should be sent to the lecturers by uploading it in the Canvas LMS.

Lesson 1

Orientation

Lesson 2

Defeat in World War II, occupation of Japan and legacy (Occupation reforms, "Peace Constitution," Tokyo Trials)

Lesson 3

Independence and birth of the Japan-U.S. alliance ("Reverse course," San Francisco Peace Treaty, Japan-U.S. Security Treaty)

Lesson 4

Japan's "return" to Asia (reparations to Southeast Asia, issues in Northeast Asia)

Lesson 5

Issues in Japan's foreign policy in the 1950s-1960s (Three principles of Japan's foreign policy, revision of Japan-US Security Treaty)

Lesson 6

Japanese relations with the U.S. and Asia in the 1970s ("Nixon shocks," normalization with China, Japan's Southeast Asia policy)

Lesson 7

Japan-U.S. relations and the Nakasone administration's diplomacy in the 1980s (Deepening security ties and trade frictions in Japan-U.S. relations, Japan's Official Development Assistance)

Lesson 8

New Challenges in the Post-Cold War Period and Re-examining Japan's International Role (The Gulf War as a turning point: debate on Japan's participation in United Nations peacekeeping operations. End of the "1955 system" and Japan's foreign policy)

Lesson 9

Japan-US Relations After the Cold War (Redefinition of the Japan-US alliance. Japan's response to 9/11)

Lesson 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)

Lesson 11

Japan's Soft power strategy

Lesson 12

Societal issues that affect Japan's international relations (an aging society and depopulation, immigration and refugee problem, gender issues, human rights etc.)

Lesson 13

Lesson 14

Debate

Other

Preparation for a term paper

Method of Evaluation

- Participation in class (weekly commentaries and participation in class discussion): 50%
- Term paper: 50%

Textbooks

Reading materials will be uploaded by the instructors in the Canvas LMS.

Reference Books

Makoto Iokibe ed., *The Diplomatic History of Postwar Japan* (London and New York: Routledge, 2009).

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 more than 30 students register for this course, a selection will be made through an automatic drawing system.

Question/Comments

Students can contact the lecturer at: amiko@keio.jp

Keio University Syllabus and Timetable

COMMODIFYING WOMEN IN SOUTH EAST ASIA

Lecturer(s)	CHANDRA, ELIZABETH
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Fri.5
Campus	Mita
Classroom	433
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	17130
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine the use and circulation of women in the context of globalization.
K-Number	CIN-CO-00223-212-08

[▼ Detail](#)
Course Contents/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, money 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 also used as tools for economic growth and objects of exchange. This practice is most visible in the mobilization of women for factory labor and their transnational migration for service, care, and other reproductive labor that is encouraged by many governments in Asia 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 low-income countries as gestational surrogates.

In the early part of the course we will read anthropological studies on the formation of patriarchal family system, the history of women's subordination in society, and archaic forms of exchange using women. Then we will look at how capitalism and globalization have transformed gender relations, in particular women's position in connection to domesticity, work, mobility, and migration. We will look especially at the ways in which society, the state, and corporate culture contribute to gender regimes that (dis)advantage women.

This course explores various aspects in the commodification of women in general and only occasionally draws 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 domestic workers, sex workers, and gestational mothers.

Course Plan**Lesson 1**

Introduction

Lesson 2

Lesson 3

Society and Exchange

Lesson 4

Women as Object of Exchange

Lesson 5

Women in the Capitalist System

Lesson 6

Emotional Labor

Lesson 7

Producing for Global Market

Lesson 8

Globalization

Lesson 9

Global Cities

Lesson 10

Global Women

Lesson 11

Tourism and the Sex Industry

Lesson 12

Sex as Work

Lesson 13

Rent-a-womb

Lesson 14

Neoliberal Feminism

Other

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)
Arlie Russell Hochschild, *The Managed Heart: Commercialization of Human Feeling* (University of California Press, 2003)
Ngai Pun, *Made in China: Women Factory Workers in a Global Workplace* (Duke University Press, 2005) Barbara Ehrenreich & Arlie Russell Hochschild (eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* (Holt, 2002)
France Winddance Twine, *Outsourcing the Womb: Race, Class and Gestational Surrogacy in a Global Market* (Routledge, 2011)
Catherine Rottenberg, *The Rise of Neoliberal Feminism* (Oxford University Press, 2018)

Lecturer's Comments to Students

This course will be conducted in seminar style, so a small class size is preferable. A maximum of 15 students will be admitted and selection will be done using an automatic drawing system.

It is mandatory to attend the first class session, where technical requirements and the weekly breakdown of the course will be given in detail.

Throughout the semester students will be required to write a short (one-page) commentary on an assigned reading of approximately 30-50 pages every week, and participate in class discussion. The weekly readings will be posted on Canvas or distributed by email in PDF form.

Question/Comments

Attendance to the first class session is mandatory. Those unable to attend must contact the instructor in advance.

Keio University Syllabus and Timetable

BUDDHISM AND SOCIAL CHANGE IN CONTEMPORARY ASIA

Subtitle	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(s)	WATTS, JONATHAN S.
Credit(s)	2
Academic Year/Semester	2023 Spring (1st Half)
Day/Period	Mon.3,4
Campus	Mita
Classroom	437
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	16573
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the new Buddhist influences in economics by looking at different responses and attempts by Buddhism to remain relevant in the dynamic social landscape of contemporary Asia.
K-Number	CIN-CO-00143-212-08

[▼ Detail](#)

Course Contents/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 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 25 years of experience throughout the region. THIS COURSE IS LIMITED TO 30 STUDENTS. PLEASE SEE DETAILS BELOW.

Course Plan

Lesson 1

Unit 1: What Is Religion? & A Brief History of Buddhism

Lesson 2

Lesson 3

Unit 2: 4 Responses to Modernity: Buddhist Nationalism & Socially Engaged Buddhism, Market Buddhism & Buddhist Socialism

Lesson 4

Unit 2: Responses to Modernity: What is authentic Buddhism?

Lesson 5

Unit 3: Buddhism in the Modern Era: The Non-Duality of Self & Social Liberation

Lesson 6

Unit 3: Human Rights: Caste, Class, and the Revival of Buddhism in India

Lesson 7

Unit 3: Gender: Women's Ordination and Buddhist Perspectives on Gender

Lesson 8

Unit 3: Buddhism & Other Religions: Inter-Religious Conflict between Buddhism & Islam

Lesson 9

Unit 4: Buddhist Economics & Environmentalism: The "Three Poisons" Institutionalized

Lesson 10

Unit 4: A Transformative Approach to the Eco-Crisis using Buddhist Teachings & Practice

Lesson 11

Unit 5: The Science of Dying & Meditation

Lesson 12

Unit 5: Dying & Living in Contemporary Buddhism: The End-of-Life Care and Suicide Prevention Movements

Lesson 13

Concluding Classes: Global Youth Creating New Buddhist Identities & Cultures

Lesson 14

Concluding Classes: Review of course themes & Preparation for final report

Other

Conclusion and Reflection

Method of Evaluation

1. Exam N/A
2. regular participation: attendance, discussion, and participation in class (30%)
3. unit reports (5) (70%)

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

This course will be taught as face-to-face only. The number of students in the course is capped at 30. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery. 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.

Question/Comments

Teacher Profile: Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 30 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 has also been researching and assisting Japanese Buddhists engaged in a variety of forms of social work. This research will be published in a large comprehensive volume in 2023. He has also published three other volumes: 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).

Keio University Syllabus and Timetable

HUMAN TRAFFICKING IN SOUTHEAST ASIA : PAST AND PRESENT

Lecturer(s)	CHANDRA, ELIZABETH
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Tue.5
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	76400
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine the intersections of involuntary labor, transnational migration and sexual exchange, which today fall under the category of "human trafficking."
K-Number	CIN-CO-00223-212-08

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course examines the intersection of involuntary labor, transnational migration and sexual exchange, which falls under the broad category of "human trafficking." Despite its recent urgency (United Nations' Palermo Protocol, 2000), historical inquiries show that commercial sexual labor also existed in the past in different forms under different guises. This course situates the contemporary human trafficking on a single continuum with historically similar practices, some of which deemed "indigenous" in Asia. While our inquiries will sample cases from various parts of Asia, emphasis is given to studies that deal with the experience of sexual exchange in southeast Asia. This is because southeast Asia holds a double role as purveyor of massive transnational migration for sexual labor, as well as site where the sex trade takes place extensively.

In this course we will look at traditional forms of servitude and sexual exchange in east and southeast Asia, as well as the contemporary transnational trade of women for the sex industry. We will read historiographic and ethnographic accounts on slavery, dependency, and other forms of servitude in east and southeast Asia as a necessary background to our examination of contemporary practices of using women for sexual services. We will look at the social and economic conditions that gave rise to the sex industry in the past, such as colonial establishment and military mobilization, and probe into the so-called "white slave" trade that instigated the abolitionist movement by feminist and church groups in the early twentieth century. We will also consider practices that have been condemned as forms of human trafficking such as prostitution, hostessing, and international brokered marriage. We will close with a discussion on the possibility of agency by exploited women, which thus challenges the discourse of victimhood, and ask instead if sex-work can serve as a strategy of economic advancement, even liberation from oppressive social norms.

This course has a strong emphasis on east and southeast Asia, and is recommended for students of Area Studies background.

Lesson 1

Introduction

Lesson 2

Indigenous Forms of Servitude

Lesson 3

Traditional Norms of Sexuality

Lesson 4

Slaves, Servants, Concubines

Lesson 5

Colonial Sex Trade

Lesson 6

White Slavery

Lesson 7

Wartime Sex Slavery

Lesson 8

Sex Trade in the New Economy

Lesson 9

Benevolent Paternalism

Lesson 10

"Mail-order Brides"

Lesson 11

The Purchase of Intimacy

Lesson 12

The Trafficking Protocol

Lesson 13

Institutionalization of Trafficking

Lesson 14

On Victimhood

Other

Method of Evaluation

Weekly papers (50%)

Attendance (40%)

Class discussion (10%)

Reference Books

Anthony Reid (ed.), *Slavery, Bondage, and Dependency in Southeast Asia* (St. Martin's Press, 1983)

James Francis Warren, *Ah Ku and Karayuki-san: Prostitution in Singapore, 1870-1940* (Singapore University Press, 2003)

Thanh-dam Truong, *Sex, Money and Morality: Prostitution and Tourism in Southeast Asia* (Zed Books, 1990)

Maria Jaschok, *Concubines and Bondservants: A Social History* (Zed Books, 1988)

Maria Rosa Henson, *Comfort Woman: A Filipina's Story of Prostitution and Slavery Under the Japanese Military* (Rowman & Littlefield, 1999)

Kevin Bales, *Disposable People: New Slavery in the Global Economy* (University of California Press, 2012)

Rhacel Salazar Parreñas, *Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo* (Stanford University Press, 2011)

Viviana A. Zelizer, *The Purchase of Intimacy* (Princeton University Press, 2005)

Ratna Kapur, *Erotic Justice: Law and the New Politics of Postcolonialism* (Routledge, 2005)

Lecturer's Comments to Students

This course will be conducted in seminar style, so a small class size is preferable. A maximum of 15 students will be admitted and selection will be done using an automatic drawing system.

It is mandatory to attend the first class session, where technical requirements and the weekly breakdown of the course will be given in detail.

Throughout the semester students will be required to write a short (one-page) commentary on an assigned reading of approximately 30-50 pages every week, and participate in class discussion. The weekly readings will be posted on Canvas or distributed by email in PDF form.

Question/Comments

Attendance to the first class session is mandatory. Those unable to attend must contact the instructor in advance.

Keio University Syllabus and Timetable

THE CULTURE OF SPORTS, HEALTH, AND LONGEVITY IN JAPAN AND OTHER COUNTRIES

Subtitle	The Culture of Sports, Health, and Longevity in Japan and Other Countries
Lecturer(s)	KIMURA, MASAKI
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Wed.5
Campus	Mita
Classroom	104
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	77884
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn different ways of thinking about what is important to enjoy sports, to achieve good health and longevity throughout the world.
K-Number	CIN-CO-00133-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course is designed for both international and Japanese students who are interested in the cultures 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 and take good presentation skills.

The course will be provided not as a series of lectures, but as a student's presentation and peer-review based evaluations and suggestions. Students will actively participate in research works, presentations, and feedbacks for each other. The instructor will provide on demand each classmate's video files at class #3-7. You can join in these classes from all over the world. Students will have on site presentation at class #8-14. You can have face-to-face presentation and feedback each other. Please enjoy speaking about you and your home country to new friends, learning about different cultures, and discovering useful information from your classmates as much as possible.

Course Plan

Lesson 1

Introduction and orientation (on demand)

Lesson 2

Instructor's presentation (on demand)

Lesson 3

The 1st topic: ex. "My favorite and recommended activity helpful for healthy life"
Student's presentations about the 1st topic and short feedbacks by classmates (on demand)

Lesson 4

Student's presentations about the 1st topic and short feedbacks by classmates (on demand)

Lesson 5

Student's presentations about the 1st topic and short feedbacks by classmates (on demand)

Lesson 6

Student's presentations about the 1st topic and short feedbacks by classmates (on demand)

Lesson 7

Student's presentations about the 1st topic and short feedbacks by classmates (on demand)

Lesson 8

The 2nd topic: ex. "My ideal and recommendable trip plan to spend healthy and exciting holiday"
Student's presentations about the 2nd topic and short feedbacks by classmates (face-to-face)

Lesson 9

Student's presentations about the 2nd topic and short feedbacks by classmates (face-to-face)

Lesson 10

Student's presentations about the 2nd topic and short feedbacks by classmates (face-to-face)

Lesson 11

Student's presentations about the 2nd topic and short feedbacks by classmates (face-to-face)

Lesson 12

Student's presentations about the 2nd topic and short feedbacks by classmates (face-to-face)

Lesson 13

Student's presentations about the 2nd topic and short feedbacks by classmates (face-to-face)

Lesson 14

Student's presentations about the 2nd topic and short feedbacks by classmates (face-to-face)

Other

Coursework and Assignments

Method of Evaluation

1. 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.

Lecturer's Comments to Students

1st session (on demand): Video links will be provided on the Canvas LMS before the 1st session.

You need to make and have two presentations. You will make and up-load your 1st presentation video files (ex. mp4 file) about given topic onto the designated internet site (ex. Keio "Canvas LMS" System, Box or Google Drive, etc. using your "keio.jp" account) within a few weeks after class orientation. And also, you will have face-to-face presentation about the 2nd topic in the later class.

You need to watch and give short feedback to your all friend's presentations. Before attending this class, please prepare suitable devices (ex. PC or Smartphone) and skills to make and up-load your video files (around 10 mins) for the 1st presentation. Course plan will be re-arranged by the instructor as needed.

Question/Comments

kimura-ms @ pha.keio.ac.jp (Please type. No copy and paste.)

Keio University Syllabus and Timetable

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL RELATION

Lecturer(s)	SUGIURA, KAZUNORI
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Fri.3
Campus	Mita
Classroom	411
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	77899
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn how the roots of these Otaku cultural activities in Japan have expanded internationally as one of Simulacra with creators, and activists of the fields.
K-Number	CIN-CO-00133-212-86

[▼ Detail](#)

Course Contents/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 trans-national 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.

Lesson 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.

Lesson 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.

Lesson 3

"Summary of Akihabara Culture"

We will summarize the characteristics of Akihabara based on the tour last week, Understanding how Akihabara has been a place suitable for Otaku.

Lesson 4

"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.

Lesson 5

"Video Game Console and Gaming Industries Part 2"

Understanding Consumer Gaming Consoles.

Lesson 6

"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.

Lesson 7

"Doujin and Comike Part 1"

Creative contents sold in Comiket (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: "Comiket", more than 650 Thousand people participate in only 3 days. We will also look into the management and operation process of such "Otaku" event.

Lesson 8

"Otaku Event Management"

Otaku is somewhat socialized people. we will discuss about how otaku events are being handled and managed.

Lesson 9

"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.

Lesson 10

"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.

Lesson 11

"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?

Lesson 12

"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.

Lesson 13

"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).

Lesson 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.

Other

Wrap ups.

With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities.

Method of Evaluation

Evaluation Scheme will be as follows:

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

Textbooks

Text books and materials will be announced during the lectures.

Reference Books

Text books and materials will be announced during the lectures.

Lecturer's Comments to Students

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

Question/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

Keio University Syllabus and Timetable

PHILOSOPHICAL TOPICS ON THE IDEAL IMAGES OF HUMAN BEINGS; CONVERSATIONS BETWEEN JAPANESE AND THE WESTERN CULTURE

Subtitle	Philosophical Topics on the Images of Ideal Human Beings in Various Cultures.
Lecturer(s)	HAYASHI, AKINORI
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Wed.3
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	77573
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine the images of ideal human beings from a philosophical point of view by means of using various philosophical methods.
K-Number	CIN-CO-00143-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Course Description

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), and Kenji Miyazawa’s poem. Although I attempt to use various kinds of materials, the nature of investigations is thoroughly philosophical; this course is not for art criticism, 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.

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

Lesson 1

Week 1, Introduction and guidance: what is the ideality? Why does it matter in philosophy?

Lesson 2

Week 2, Descartes 1: Reading assignment, Discourse on the Method part 1.

Lesson 3

Week 3, Descartes 2: Reading assignment, Discourse part2

Lesson 4

Week 4, Kant 1: Reading assignment, What is enlightenment?

Lesson 5

Week 5, Kant 2: Reading assignment, What is enlightenment?

Lesson 6

Week 6, Modernity vs. Kenji Miyazawa's poem

Lesson 7

Week 7, Introduction to folkcraft art and the thought of Yanagi: Reading assignment, Towards a standard of beauty

Lesson 8

Week 8, Yanagi 1: Reading assignment, Seeing and Knowing

Lesson 9

Week 9, Yanagi 2: Reading assignment, Seeing and knowing

Lesson 10

Week 10, Yanagi 3: Reading assignment, Way of Tea

Lesson 11

Week 11, Yanagi 4: Reading assignment, The beauty of irregularity

Lesson 12

Week 12, Yanagi 5: Reading assignment, The beauty of irregularity

Lesson 13

Week 13, Yanagi 6: The Buddhist Idea of Beauty

Lesson 14

Other

No class

Method of Evaluation

Evaluation

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

Textbooks

Texts

Copies of texts will be distributed in the class. You don't have to buy any text book for this course.

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 2 pages). You must turn in two papers to get a grade.
- 5, Enjoy philosophical discussion!

Caution

Please keep social manners in the class, especially mobile phone!

Question/Comments

Office hour and Contact info

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.

If any trouble or worry, send me an e-mail first.

e-mail: akinori.z5@keio.jp

Keio University Syllabus and Timetable

JAPANESE POLITICS

Subtitle	Advanced
Lecturer(s)	MOGAKI, MASAHIRO
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Mon.5
Campus	Mita
Classroom	456
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	77679
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn an introductory Japanese politics and examine how the study of Japanese politics can contribute to an understanding of broader issues in comparative government and comparative politics.
K-Number	CIN-CO-00233-212-06

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course 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 course 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.

Lesson 1

Introduction.

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

(References)

- Gaunder (2017): 1–8.

Lesson 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.

Lesson 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 – 自民党政権

Lesson 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 Lipsky, 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.

Lesson 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.
-

Lesson 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) .*
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Lesson 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.
 - Schaede, 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/Lo
-

Lesson 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 Ratio*
-

Lesson 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.
-

Lesson 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.
-

Lesson 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.

(References)

- 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.
-

Lesson 12

Week 12: 2009 government change and the DPJ administration.

Week 12 offers an account of the 2009 government change and the following DPJ government.

(References)

- 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.
- Lipsky, 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.
- Shinoda (2013): 153–214.

Lesson 13

Week 13: Second government change and the re-emergence of the LDP administration: the LDP administration III.

Week 12 considers the second LDP administration since 2012: its policies, structures, key actors, and nature. (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.
 - George Mulgan (2014).
 - George Mulgan, Aurelia (2018) *The Abe Administration and the Rise of the Prime Ministerial Executive*. Abingdon: Routledge.
- [Abenomics]
- The Government of Japan (2022) 'Abenomics' [online]. Tokyo: Government of Japan. Available from: <https://www.japan.go.jp/abenomics/index.html> [Accessed 2 January 2022].
- [Security policy]
- Cabinet Secretariat (2014) 'Cabinet Decision on Development of Seamless Security Legislation to Ensure Japan's Survival and Protect its People' [online]. Tokyo: Ministry of Foreign Affairs. Available from: https://www.mofa.go.jp/fp/nsp/page23e_000273.html [Accessed 2 January 2023].

Lesson 14

Week 14: 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.
- MOF (Ministry of Finance, Japan) (2021) 'Japanese Public Finance Fact Sheet' (April 2021) [online]. Tokyo: MOF. Available from: <https://www.mof.go.jp/english/policy/budget/budget/fy2021/02.pdf> [Accessed 2 January 2023].

Other

Additional session for essay writing

This course offers an optional additional session that offers a basic instruction of how students can write an academic document.

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 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.

This course is offered at Mita Campus and utilises CANVAS resources.

Question/Comments

Students can ask questions to the lecturer by e-mail, Zoom, etc. They can also make an appointment with the lecturer for the feedback session, in which students can ask questions on their essays, the contents of the lecture, literature, and other issues related to this course.

Keio University Syllabus and Timetable

JAPANESE IMMIGRATION POLICY IN A COMPARATIVE PERSPECTIVE

Subtitle	Japanese Immigration Policy in a Comparative Perspective
Lecturer(s)	KASHIWAZAKI, CHIKAKO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Tue.5
Campus	Mita
Classroom	421
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	77922
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn about and better understand the nature of immigration policy and politics in Japan.
K-Number	CIN-CO-00233-212-08

[▼ Detail](#)

Course Contents/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. In addition, immigration of 'newcomers' since the 1980s 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

Lesson 1

Introduction to the course

Lesson 2

Theories of migration / Migration under imperial Japan

Lesson 3

Postwar immigration control system and Zainichi Koreans

Lesson 4

Arrival of newcomers and the 1990 immigration control law

Lesson 5

Approaches to labor shortage / Technical intern trainees

Lesson 6

Global competition for highly-skilled workers

Lesson 7

Refugee policies

Lesson 8

The development of social integration policy

Lesson 9

Approaches to social integration

Lesson 10

Demographic trend and the politics of immigration

Lesson 11

Immigration and nationalism [Online / On-demand]

Lesson 12

Immigration and transnationalism

Lesson 13

Presentations on research papers

Lesson 14

Summary and review

Other

Consultation on research project / Advice on fieldwork

Method of Evaluation

Evaluation will be based on the following: attendance / participation in classroom discussion (15%); weekly study questions (25%); a short essay (15%); a research paper of approximately 1,800 words (35%); and an oral presentation on the research paper (10%).

Textbooks

Reading materials consist of excerpts from a variety of sources such as books, journal articles and reports. They will be available for download through Canvas (K-LMS).

Lecturer's Comments to Students

- Class format: This course will be offered in person, except for 12/26 (Session 11) which will be in an online/on-demand lecture format.
- Attendance policy: Students who have missed more than four classes without a legitimate reason will not be able to earn course credits. Please notify the instructor beforehand when you have to miss a class.
- Other comments: The class is conducted entirely in English. Students are expected to read the assigned materials beforehand and to participate actively in group discussion. Anyone interested in immigration issues and/or East Asian studies are welcome.

Keio University Syllabus and Timetable

JAPANESE COMPETITION POLICY

Subtitle	Introduction to competition law and policy in Japan
Lecturer(s)	YAMADA, HIROSHI
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Fri.2
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	77941
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the introductory knowledge of the competition law which is a basic rule for business activities and the competition policy in Japan.
K-Number	CIN-CO-00253-212-05

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course aims at providing introductory knowledge of the competition law which is a basic rule for business activities and the competition policy in Japan.

Course Plan

Lesson 1

Significance of studying competition law [Introduction]

Lesson 2

History of competition policy in Japan

Lesson 3

Principles, structure and terminology of Anti-monopoly Act

Lesson 4

Unreasonable restraint of trade (1) [Statutory interpretation]

Lesson 5

Unreasonable restraint of trade (2) [Case study]

Lesson 6

Private monopolization (1) [Statutory interpretation]

Lesson 7

Private monopolization (2) [Case study]

Lesson 8

Unfair trade practices (1) [Statutory interpretation]

Lesson 9

Unfair trade practices (2) [Statutory interpretation (continued)]

Lesson 10

Unfair trade practices (3) [Case study]

Lesson 11

Merger Regulation (1) [Statutory interpretation/ Procedure]

Lesson 12

Merger Regulation (2) [Analytical framework]

Lesson 13

Merger Regulation (3) [Analytical framework (continued)/ Case study]

Lesson 14

Enforcement/ Procedure of Anti-monopoly Act

Other

Lecture on recent policy issues may be given by a guest speaker (to be confirmed).

Method of Evaluation

No examination is scheduled. Students will be evaluated by their motivation to learn (60%) and contribution to the class (40%).

Evaluation of motivation will be based on attendance at the class. Submission status of assignments, if any, is also counted as motivation.

Contribution will be evaluated by their performance in discussion or dialogue in the class.

Active communication such as question and feedback on the class may also be subject to evaluation.

Textbooks

No textbook is used. Materials will be prepared by the lecturer in each class.

Reference Books

Not in particular.

Lecturer's Comments to Students

Students may be given assignments to check their comprehension of the lecture.

Case studies on some topics will be incorporated into the class. Materials of case studies will be delivered prior to the class for preparation.

Lessons in the lectures as well as in the case studies will be frequently referred to in the following classes, therefore, students are recommended to review the materials after the class every time.

Question/Comments

Lecturer welcomes questions, feedback and comments from students through e-mail, and is willing to respond to them as much as possible. His e-mail address will be informed in the class.

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE LAW

Subtitle	History and current characteristics of the Japanese legal system
Lecturer(s)	ORTOLANI, ANDREA
Credit(s)	2
Academic Year/Semester	2023 Fall(2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	445
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	78053
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the history and the main current characteristics of the Japanese legal system.
K-Number	CIN-CO-00253-212-05 ▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will present the history and the main current 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 several 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**Lesson 1**

Introduction to the course

Lesson 2

Japanese law before 1868

Lesson 3

Meiji Restoration and the reception of Western law

Lesson 4

The Meiji Constitution and the Civil Code of Japan

Lesson 5

The Constitution of 1947: fundamental principles, rights and duties of the people

Lesson 6

The Constitution of 1947: The Parliament, the Government of Japan

Lesson 7

Legislative procedure; the Cabinet legislation bureau

Lesson 8

The Japanese judiciary, the Supreme Court and judicial review

Lesson 9

History of criminal law and procedure

Lesson 10

Modern criminal law and procedure

Lesson 11

Private law

Lesson 12

Family law

Lesson 13

Environmental law

Lesson 14

Session for Q&A, discussion.

Other

Makeup class

Method of Evaluation

Weekly readings (50%), micro-exams (take-home exams, 50%).
Details about the evaluation standards will be explained in the first lesson.

Textbooks

There is no mandatory textbook.
Reading materials will be provided by the instructor.
Additional reference materials 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.

Colin PA Jones and Frank S. Ravitch, *The Japanese Legal System*, West Academic, 2018.

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 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 they are not a condition to follow the course.

Feedback will be provided after the classes or via email.

The workload will consist in (on average) 3/4 readings per week and 2 short exams per semester.

Question/Comments

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

Keio University Syllabus and Timetable

CHINA, JAPAN AND KOREA COMPARATIVE MANAGEMENT

Subtitle	Advanced learning of comparative management approaches
Lecturer(s)	DRUMMOND, DAMON
Credit(s)	2
Academic Year/Semester	2023 Fall(1st Half)
Day/Period	Mon.1,2
Campus	Mita
Classroom	467
Class Format	Online classes (mainly real-time format)
Registration Number	78311
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the international contextual influences and strategic factors which shape organizations and managerial practices across different cultural settings, and highlights cases concerning China, Japan and Korea (CJK).
K-Number	CIN-CO-00243-222-07

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

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

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

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

Lesson 1

General Course Introduction. Formation of teams and allocation of exercises.

Lesson 2

Introduction to the Approaches in Comparative Management: What is Strategy?

Lesson 3

Evaluating the Internal and External Environment: National Cultures, Conceptual Etic Approach

Lesson 4

The Conceptual Etic Approach

Lesson 5

Institutional Diversity and Management

Lesson 6

Human Resources Management

Lesson 7

Comparative corporate governance

Lesson 8

Operations Management

Lesson 9

Innovation Systems

Lesson 10

Structural, cultural and strategic considerations

Lesson 11

Networks and Clusters of Economic Activity

Lesson 12

Globalization and implications and societal specificity

Lesson 13

Integrative Case Presentations to the Board of Directors as Consultants

Lesson 14

Integrative Case Presentations to the Board of Directors as Consultants

Other

The above will be adjusted as the class progresses

Method of Evaluation

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

TAKE NOTICE:

- 1) Any assignment deadlines missed will be penalized 10% immediately and 1% per day thereafter.
 - 2) Weekly means each week is assessed independently and not in a summary review. Peer review includes ratings by other class members of your team contribution and impacts upon your individual assessment for that section of work.
 - 3) The above is subject to change and to be confirmed in the 1st week of classes.
 - 4) Members must be successful in each section of the above assessment to complete.
- E&OE.

Textbooks

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

Reference Books

- Alston, P., 1989, Wa, Guanxi, and Inhwa: Managerial principles in Japan, China, and Korea
Business Horizons, 32, 2, March–April, 26-31.
- Cho Y., Shin M., Sugiri M., Ota M., Choi M.C., 2016, A Comparison of Leadership Effectiveness among China, Japan, and Korea: Crossvergence Perspective, *Academy of Management Proceedings*, Vol. 2016, No. 1.
- Fitzgerald, R., Rowley, C., 2016, MNCs from the Asia Pacific in the global economy: examples and lessons from Japan, Korea, China and India, *Asia Pacific Business Review*
- Rowley, C., Benson, J., Warner, M., 2004, Towards an Asian model of human resource management? A comparative analysis of China, Japan and South Korea, *The International Journal of Human Resource Management* 15, 4-5, 917-933.
- Rowley, C., Ishikawa, J., & Oh, I., 2018, Changing facets of leadership in East Asia: globalization, innovation and performance in Japan, South Korea and China, *Asia Pacific Business Review*
- Thompson, Peteraf, Gamble, Strickland, 2015, *Crafting and Executing Strategy; Concepts and Cases*. McGraw-Hill.
- Zhang, Y.B., Lin, M.C., Nonaka, A., Beom, K., 2005, Harmony, Hierarchy and Conservatism: A Cross-Cultural Comparison of Confucian Values in China, Korea, Japan, and Taiwan
Communication Research Reports, 22, 2, 107-115.

Other references to be provided in class.

Lecturer's Comments to Students

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

The course is busy but efforts are rewarded by learning.

Written submissions style:

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

PLEASE TAKE NOTICE First class will use the Canvas LMS and real-time Zoom class meetings. Please refer to the Canvas LMS and topics therein for the Zoom real time course link. Class recordings will also be made available and those links also made available under each Canvas LMS topic.

Question/Comments

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

Keio University Syllabus and Timetable

HUMAN RESOURCE MANAGEMENT IN THE ASIA PACIFIC REGION

Lecturer(s)	DRUMMOND, DAMON
Credit(s)	2
Academic Year/Semester	2023 Fall(1st Half)
Day/Period	Tue.1,2
Campus	Mita
Classroom	462
Class Format	Online classes (mainly real-time format)
Registration Number	78273
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the key concepts in human resource management in an Asia Pacific environment (HRM AP).
K-Number	CIN-CO-00243-222-07

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Class members will learn the key concepts in human resource management in an Asia Pacific environment (HRM AP). This course aims to be member centered as far as possible under the current online teaching method limitations.

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 HRM AP.
- 2 Develop the students knowledge and awareness of the nature of HRM inter-relationships and principles for HRM AP.
- 3 Learn about significant differences in HRM AP external and internal environments for various economies and cultures.

- Standards to be achieved.

To achieve this, a good understanding of the fundamentals of HRM principles and processes will be necessary. Added to this will be new comparative knowledge concerning HRM in AP countries, analyze and apply concepts to critique optimal solutions and comparisons.

This course will be taught online and with individual and team presentations and hand-in assignments.

Course Plan

Lesson 1

Introduction to the Human Resources Management (HRM) framework, its history, people, culture associations and HRM life cycle.

Lesson 2

HRM and its close association to organization strategy and the cross-cultural environment.

Lesson 3

Demonstration of the Western approach to HRM.

Lesson 4

A consideration of Japanese HRM.

Lesson 5

A review of Chinese centred HRM.

Lesson 6

Explanation of the case for South Korea.

Lesson 7

Review of the North Asian disposition

Lesson 8

Depiction of the Indian Case

Lesson 9

Overview of Thailand

Lesson 10

Understanding of the Vietnamese case

Lesson 11

Review of Thailand

Lesson 12

Comparison of Malaysian and Singapore examples

Lesson 13

Introduction to Oceania cases

Lesson 14

Final presentations of class consulting reports

Other

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

Method of Evaluation

- a) 32% Weekly Class Cases (Individual) - Week Two case, plus best seven other case reports.
 - . Assigned topic discussions to be submitted to class assignment folder according to weekly class schedule.
- b) 12% Class participation (Individual)
- c) 16% Class leadership exercise and report (Team)
- d) 40% Final Consultant Presentation and Report, 15-20 pages (Team)
 - . Comparing Japan or USA with a presented Pacific country. Due last class of the course.
 - Total 100%

TAKE NOTICE:

- 1) Any assignment schedules 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) The above is subject to change and to be confirmed in the 1st week of classes. E&OE.
- 4) Members must be successful in each section of grade assessment to complete.

Textbooks

Notes will be provided.

Reference Books

- Asia Pacific Journal of Human Resources, OCLC number 52029127
- Dessler, S., 2020, Human Resources Management, 16e Pearson ISBN 9781292018430 (Keio E-book)
- Connell, J., Teo S.,(Eds) (2011). Strategic HRM : contemporary issues in the Asia Pacific region, 1st e, Tilde University Press, ISBN 9780734610805
- Keeley, T.D., 2001, International Human Resources Management in Japanese Firms, Pelgrave
- Nankervis, A., Rowley, C., and Salleh, N.M., 2016, Asia Pacific Human Resource Management and Organisational Effectiveness - Impacts on Practice, Chandos Publishing, ISBN 978-0-08-100643-6, DOI <https://doi.org/10.1016/C2014-0-04366-3>
- Rowley, C., (1998) Human resource management in the Asia Pacific region convergence questioned Frank Cass Publishers, London. (Keio E-book)
- 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.
- Saha J., Rowley C., 2014, Changing Role of the Human Resource Profession in the Asia Pacific Region, Chados Publishing ISBN 9780857094759
- Shen, J., Edwards, V., (2006), International Human Resources Management in Chinese Multinationals, Routledge, ISBN 978415649261
- Tarique, I., Briscoe, D., Schuler, R., (2016). International Human Resource Management, 5e, Routled

Lecturer's Comments to Students

In the past many members who have taken this course have not previously completed any other previous human resource management (HRM) courses. So to some extent it will likely be necessary to begin by building some HRM foundations depending upon the background of members. Reading of textbooks or references, such as Dessler (2019), is encouraged before the course begins.

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

Written submissions style:

Written assignment should be A4 typed in 12 point, 1.5 line space format is the guide for pdf submitted documents. Name written top right of front page and page numbered at the bottom of each page. Line One should state clearly the exercise heading and/or related assignment and then question numbers addressed. Assignments will be submitted to the course report submit folder. (Further details on location will be provided first class.)

Teaching Methodology:

Class time will be devoted to delivering materials and, if possible, it is planned to have in class small group discussions but this will depend on the membership composition of the class and will be discussed further.

In order for this approach to

Question/Comments

Any queries or comments should be addressed to the facilitator by email to diamondrummond@mac.com

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2023 Spring (1st Half)
Day/Period	Fri.4,5
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	78130
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the introductory contemporary Sino-Japanese relations and understand the dynamics between the two countries over the decades.
K-Number	CIN-CO-00233-212-06

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The purpose of this course is to introduce the students to contemporary Sino-Japanese relations and enhance their understanding of the dynamics between the two countries over the decades. The course first presents the general broader view of the bilateral relations and its structure in historical perspective, and then examines more thoroughly the key issues in China-Japan relations. The course wraps up with a view at China-Japan relations in the regional perspective.

Classes are organised as interactive lectures. One or two sessions in the course are dedicated to a debate stimulation on a territorial dispute between China and Japan.

Course Plan

Lesson 1

Course introduction.

Historical background: Sino-Japanese relations in the 20th century

Reading:

1. "The Sino-Japanese War, 1937–1945." In Vogel, 2019. Ch. 8, pp. 248-285,
<https://doi.org/10.2307/j.ctv24w63rq.11>

Read at least one more chapter from these below:

1. "Rivalry in Korea and the Sino-Japanese War, 1882–1895." In Vogel, 2019. Ch. 4, pp. 100-131,
<https://doi.org/10.2307/j.ctv24w63rq.7>

2. "Japanese Lessons for a Modernizing China, 1895–1937," with Paula S. Harrell. In Vogel, 2019. Ch. 5, pp. 132-174. <https://doi.org/10.2307/j.ctv24w63rq.8>

3. "The Colonization of Taiwan and Manchuria, 1895–1945." In Vogel, 2019. Ch. 6, pp. 175-202, pp. 175-202. <https://doi.org/10.2307/j.ctv24w63rq.9>
 4. "Political Disorder and the Road to War, 1911–1937," with Richard Dyck. In Vogel, 2019. Ch. 7, pp. 203-247. <https://doi.org/10.2307/j.ctv24w63rq.10>
 5. "The Collapse of the Japanese Empire and the Cold War, 1945–1972." In Vogel, 2019. Ch. 9, pp. 286-326. <https://doi.org/10.2307/j.ctv24w63rq.12>
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Lesson 2

Normalisation of relations in 1972.

Readings:

1. Kawashima Shin (2020) The Four Principles that Formed the Basis of Friendly Relations between Japan and China: The China Policy of the Nakasone Yasuhiro Government, *Asia-Pacific Review*, 27:1, 80-101, DOI: 10.1080/13439006.2020.1775421.
-

Lesson 3

Foreign policy decision making in China and China's Japan policy

1. Burcu, Oana. The Chinese Government's Management of Anti-Japan Nationalism during Hu-Wen Era. *International Relations of the Asia-Pacific* 22 (2), 2022. pp. 237–266. <https://doi.org/10.1093/irap/lcab002>
 2. TBC.
-

Lesson 4

Japanese domestic politics and Japan's China policy.

Readings:

1. "Diplomacy and Domestic Interests." In Sheila A. Smith. *Intimate Rivals: Japanese Domestic Politics and a Rising China*, (Council on Foreign Relations Book). Columbia University Press, 2016. Ch. 2, pp. 17-56.
-

Lesson 5

The structure of China-Japan relations. Bilateral relations under different administrations.

Readings (make sure to read at least one chapter upon your choice):

1. "Working Together." In Vogel, 2019. Ch. 10, pp. 327-355.
 2. "The Deterioration of Sino-Japanese Relations, 1992-2018." In Vogel, 2019. Ch. 11, pp.356-404.
-

Lesson 6

Economic relations and economic security.

Readings:

1. Leutert, W. (2022). Reimagining the Chinese Economy Through Sino-Japanese Engagement in the 1980s. In: Roberts, P. (eds) *Chinese Economic Statecraft from 1978 to 1989*. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-16-9217-8_7
-

Lesson 7

History and memory in bilateral relations. Yasukuni shrine and its role in bilateral relations.

Readings:

1. "Japan's Imperial Veterans." In Smith, 2016. Ch. 3, pp. 57-100.
2. Hai Guo (2022) Sorry seems to be the hardest word: the 1972 system, the reparation issue, and the history problem in Sino-Japanese relations, *Critical Asian Studies*, 54:1, 22-46, DOI: 10.1080/14672715.2021.2010108

Optional readings:

1. Ryuji, Hattori. *Understanding History in Asia: What Diplomatic Documents Reveal.* Japan Publishing Industry Foundation for Culture, 2019.

Lesson 8

Japanese ODA to China.

Readings:

1. Sekiyama T. Japan's policy toward china under strong anti-chinese sentiment: A case of terminating yen loans to china. *East Asia : An International Quarterly*. 2012;29(3):295-311. doi: <https://doi.org/10.1007/s12140-012-9180-5>.

Lesson 9

The rise of China and Japan's response.

Readings:

1. Hughes, CW. Japan's response to china's rise: Regional engagement, global containment, dangers of collision. *International Affairs*. 2009. 85(4): 837-856. doi: <https://doi.org/10.1111/j.1468-2346.2009.00830.x>.
2. Ken, Jimbo. "The Rise of China and Japan's Foreign Policy Reorientation." In Mingjiang Li and Kalyan M. Kemburi. *China's Power and Asian Security*. Routledge, 2015. Ch. 13, pp.249-264.
3. A reading on Japan's latest security strategy revision TBC.

Lesson 10

Territorial disputes in the East China Sea: Senkaku/Diaoyu Islands, maritime boundary delimitation.

Readings:

1. "A Shared Maritime Boundary." In Smith, 2016. Ch. 4, pp.101-245.
2. "Island Defense." In Smith, 2016. Ch. 6, pp.188-236.

Lesson 11

Debate simulation (territorial disputes).

Each student will have to prepare their assigned position to advocate in the debate. The roles will be decided prior to the simulation and the students will have time to prepare their position ((1) China's, (2) Japan's position or (3) international law perspective).

Lesson 12

One-China policy and Japan's relations with Taiwan.

Readings:

1. Mike Mochizuki (2022) Tokyo's Taiwan Conundrum: What Can Japan Do to Prevent War?, *The Washington Quarterly*, 45:3, 81-107, DOI: 10.1080/0163660X.2022.2127881
2. Xin, Zhai. "Securing Taiwan: Separating the Two Sides of the Taiwan Strait in Japan's China Policy" *Asian Studies Review*. 2022. 46(1): 93-109 <https://doi-org.www3.iuj.ac.jp/10.1080/10357823.2021.1935465>
3. Liff, A. (2022). Japan, Taiwan and the "One China" Framework after 50 Years. *The China Quarterly*, 252, 1066-1093. doi:10.1017/S0305741022001357

Lesson 13

China-Japan relations in the region: multilateral frameworks; common challenges

Readings:

1. Insisia, Aurelio & Giulio Pugliese (2022) The Free and Open Indo-Pacific versus the Belt and Road: Spheres of Influence and Sino-Japanese Relations, *The Pacific Review*, 35:3, 557-585, DOI: 10.1080/09512748.2020.1862899

Lesson 14

China-Japan relations in global perspective.

Readings on Japan-US alliance and European' countries security policies toward Japan TBC.

Other

Make-up class; final submission of reflections on selected-topic readings

Method of Evaluation

1. Preparation for and participation in the debate simulation - 30%
2. Reflection on the readings and weekly topics- 2x20% (twice, student-selected topic).
3. Participation in class discussion (based on the readings) - 30% (cumulative evaluation from each session)

Textbooks

- * Smith, Sheila A. *Intimate Rivals: Japanese Domestic Politics and a Rising China* (Council on Foreign Relations Book). Columbia University Press, 2016.
- * Vogel, Ezra F. *China and Japan: Facing History*. Harvard University Press, 2019.

Reference Books

- * Dreyer, June Teufel. *Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations, Past and Present*. Oxford University Press, 2016.
- * Kokubun, Ryosei, Yoshihide Soeya, Akio Takahara, Shin Kawashima. *Japan–China Relations in the Modern Era*. Routledge, 2017.
- * Wan, Ming. *Understanding Japan–China Relations: Theories and Issues*. World Scientific, 2015.
<https://doi.org/10.1142/9629>.

Lecturer's Comments to Students

The course is introductory-level and thus no prior preparation for the course is required.

The classes will be conducted as interactive lectures, where students are expected to come having completed the reading assignments. Note that some readings in the syllabus are optional or you only need to choose a chapter among the few.

It is estimated that around 2 hours preparation is required for each single session.

Keio University Syllabus and Timetable

ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN

Subtitle	"ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN"
Lecturer(s)	HISHIYAMA, YUKO
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Sat.3,4
Campus	Mita
Classroom	313
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	82708
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to get a firm grounding in cultural, social, historical, and practical aspects of art in contemporary Japan through diverse activities including workshops, field trips and research.
K-Number	CIN-CO-00123-212-01

[▼ Detail](#)

Course Contents/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.

Course Plan

Lesson 1

Introduction.

Japanese handicrafts 1

Traditional technique of Japanese handicraft. Understanding of craftsmanship.

Lesson 2

Japanese handicrafts 2

Workshop.

Traditional technique of Japanese handicrafts. Understanding of craftsmanship.

Experience of traditional handicrafts.

Lesson 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.

Lesson 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.

Lesson 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.

Lesson 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.

Lesson 7

Japanese Traditional Performing Arts 1

Lecture and workshop.

Studying about Japanese classical theater art.

Lesson 8

Japanese Traditional Performing Arts 2

Lecture and workshop.

Studying about Japanese classical theater art. Might visit to related facilities outside of class hours.

Lesson 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.

Lesson 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.

Lesson 11

Today's Performing Arts in Japan1

Workshop.

Studying about stage art, costume design, sound design, performance.

Lesson 12

Hand Lettering, poster designs and typography inspiration.
Studio work.

Illustrations, Manga, Character Design. Flier/poster design for student art exhibition.

Lesson 13

"Student Art Exhibition"

Curate an Art Show. Presentation of students' art works and Wrap-up. Discussion. Critique.

Lesson 14

"Student Art Exhibition"

Curate an Art Show. Presentation of students' art works and Wrap-up. Discussion. Critique.

Other

Coursework and Assignments/Makeup Class/Visit to Facilities/Fieldwork

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

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.

Lecturer's Comments to Students

The syllabus is subject to change at the discretion of the instructor; changes will be announced in class.

Keio University Syllabus and Timetable

PUBLIC POLICY IN JAPAN (SEMINAR)

Subtitle	Comparative Case Studies
Lecturer(s)	MOGAKI, MASAHIRO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Mon.5
Campus	Mita
Classroom	456
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	82712
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine the key public policy issues through critiquing key literature with an approach of the comparative case study
K-Number	CIN-CO-00233-212-06

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course 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. It 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 20–30 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.

Lesson 1

Week 1: Introduction

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

Lesson 2

Week 2: Governance, Japanese style.

This session considers a broader picture of how governance has been transformed in Japan in response to its challenges, both general and specific.

(References) Mogaki (2017).

Lesson 3

Week 3: Transformation of Japan and its system: government and business.

Week 3 analyses the transformation in Japan in the 1990s.

(References)

- Vogel (2018): 77–116.
-

Lesson 4

Week 4: Transformation of Japan and its system: the nature and limitation.

Week 4 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)

- Vogel (2018): 117–150.
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Lesson 5

Week 5: 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 No-Transferrable Voting) system before 1994 and its impact.

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

Lesson 6

Week 6: 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.

Lesson 7

Week 7: The regulatory state in Japan.

This session looks into the development of the Japanese regulatory state through the example of the communications sector.

(References)

- Mogaki (2019): 35–85.
-

Lesson 8

Week 8: The regulatory state in the UK.

Week 8 turns to the British example of the regulatory state, which offers same sectors and the same period.

(References) Moran (2003) 1–37, 95–123.

Lesson 9

Week 9: The nature of Japan's regulatory state in the 1990s.

Referring to the previous two weeks, this session considers the nature of Japanese regulatory state in the 1990s. The presentation pays attention to the comparison between the Japanese cases and the British ones. (References) Mogaki (2019): page to be announced; Vogel (1996): 256–269; Vogel (2018): 77–150.

Lesson 10

Week 10: The welfare state in Japan.

Week 10 turns to the welfare state in Japan and analyses its characteristics. (References) Steinmo (2010): 88–148.

Lesson 11

Week 11: The welfare state in Sweden.

Week 11 addresses the Swedish example as another key case of the welfare state. (References) Steinmo (2010):30–87.

Lesson 12

Week 12: The welfare state in the US.

Week 12 looks into the approach of the US on welfare. (References) Steinmo (2010):149–205.

Lesson 13

Week 13: The migration and Japan: overview and key characteristics.

Week 13 addresses the key framework of analysis and overview of Japan's migration policy. (References) Strausz (2019):1–28.

Lesson 14

Week 14: The migration and Japan: the two case studies.

This session addresses the key case studies of the issue: the existing ethnic Koreans and the new foreign labourers in Japan. (References) Strausz (2019): 29–92.

Other

Additional session for essay writing:

This course offers an optional additional session that offers a basic instruction of how students can write an academic document.

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; (3) their own argument drawing on the analysis; and (4) the topics to be discussed in the following session – they can be key questions to be discussed. Each student is expected to make **two** presentations in the course.

Method of Evaluation

Assessment:

Essay: 40 %

Attendance: 30 %
Presentation: 30 %

Textbooks

- Mogaki, M. (2017) 'Governance, Japan', in Farazmand, A. (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Berlin: Springer.
 - Mogaki, M. (2019) *Understanding Governance in Contemporary Japan: Transformation and the Regulatory State*. Manchester: Manchester UP.
 - Moran, M. (2003) *The British Regulatory State: High Modernism and Hyper-Innovation*. Oxford: Oxford UP.
 - Rosenbluth, F. M. and Thies, M. F. (2010) *Japan transformed: political change and economic restructuring*. Princeton, NJ/Woodstock: Princeton UP.*
 - Steinmo, S. (2010) *The Evolution of Modern States*. New York: Cambridge UP.*
 - Strausz, M. *Help (Not) Wanted: Immigration Politics in Japan*. Albany, NY: State University of New York Press.
 - 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.
- 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.

This course is offered at Mita Campus and utilises CANVAS resources.

Question/Comments

Students can ask questions to the lecturer by e-mail, Zoom, etc. They can also make an appointment with the lecturer for the feedback session, in which students can ask questions on their essays, the contents of the lecture, literature, and other issues related to this course.

Keio University Syllabus and Timetable

PHILOSOPHICAL TOPICS ON THE IDEAL IMAGES OF HUMAN BEINGS; CONVERSATIONS BETWEEN JAPANESE AND THE WESTERN CULTURE

Subtitle	Philosophical Topics on the Images of Ideal Human Beings in Various Cultures.
Lecturer(s)	HAYASHI, AKINORI
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Wed.3
Campus	Mita
Classroom	132
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	82492
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine the images of ideal human beings from a philosophical point of view by means of using various philosophical methods.
K-Number	CIN-CO-00143-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Course Description

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), and Kenji Miyazawa’s poem. Although I attempt to use various kinds of materials, the nature of investigations is thoroughly philosophical; this course is not for art criticism, 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.

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

Lesson 1

Week 1, Introduction and guidance: what is the ideality? Why does it matter in philosophy?

Lesson 2

Week 2, Descartes 1: Reading assignment, Discourse on the Method part 1.

Lesson 3

Week 3, Descartes 2: Reading assignment, Discourse part2

Lesson 4

Week 4, Kant 1: Reading assignment, What is enlightenment?

Lesson 5

Week 5, Kant 2: Reading assignment, What is enlightenment?

Lesson 6

Week 6, Modernity vs. Kenji Miyazawa's poem

Lesson 7

Week 7, Introduction to folkcraft art and the thought of Yanagi: Reading assignment, Towards a standard of beauty

Lesson 8

Week 8, Yanagi 1: Reading assignment, Seeing and Knowing

Lesson 9

Week 9, Yanagi 2: Reading assignment, Seeing and knowing

Lesson 10

Week 10, Yanagi 3: Reading assignment, Way of Tea

Lesson 11

Week 11, Yanagi 4: Reading assignment, The beauty of irregularity

Lesson 12

Week 12, Yanagi 5: Reading assignment, The beauty of irregularity

Lesson 13

Week 13, Yanagi 6: The Buddhist Idea of Beauty

Lesson 14

Other

No class

Method of Evaluation

Evaluation

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

Textbooks

Texts

Copies of texts will be distributed in the class. You don't have to buy any text book for this course.

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 2 pages). You must turn in two papers to get a grade.
- 5, Enjoy philosophical discussion!

Caution

Please keep social manners in the class, especially mobile phone!

Question/Comments

Office hour and Contact info

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.

If any trouble or worry, send me an e-mail first.

e-mail: akinori.z5@keio.jp

Keio University Syllabus and Timetable

ASIA-JAPAN ECONOMIC RELATIONS

Subtitle	Is Asia integrated or disintegrated?
Lecturer(s)	HAYASHI, HIDEKI
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Thu.4
Campus	Mita
Classroom	455
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84165
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the economic, political and social aspects of the Asia-Japan relations covering both theoretical aspects but on practical aspects.
K-Number	CIN-CO-00243-212-07

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This is the multidisciplinary course on the economic, political and social aspects of the Asia-Japan relations. It covers not only the theoretical aspects but on practical aspects, such as the economic policies, the Japan's corporate strategies and the financial markets.

Each session is composed of two parts. The first part is based on the latest text written by Japanese scholars. Then in the second part the related topics are discussed based on the comprehensive texts written by the Asian and Western scholars. After each class students are supposed to write the short comments. Asian policy makers and academics will be invited for guest speeches occasionally.

Course Plan

Lesson 1

Introduction : the Asian economy in the Asian century Key characteristics of the Asian economy
/ Southeast Asia's long transition

Lesson 2

Part I New dimensions of the Asian economy
1 Transforming Asia: how the Asian economy has been discussed
/ A century of growth, crisis, war and recovery, 1870-1970

Lesson 3

2 Asianizing Asia: The Rise of Intra-Regional Trade and Economic Integration

/ Southeast Asian commercial policy: outward-looking regional integration

Lesson 4

3 China reshaping Asia: economic transition and the rise of an economic superpower

/ Foreign direct investment in Southeast Asia

Lesson 5

Part II Borderless Asia

4 Factory Asia: global value chains and local firm development

/ Global production sharing, trade patterns, and industrialization in Southeast Asia

Lesson 6

5 Capital Asia: growth and capital flows

/ The global financial crisis and macroeconomic policy / Twenty-first-century challenges

Lesson 7

6 Migrating Asia: labor mobility in an interdependent and connected world

/ Internal and international migration in Southeast Asia

Lesson 8

7 Innovating Asia: growth pattern changes in post-middle-income

/ Disciplining dissent: freedom, control, and digital activism in Southeast Asia

Lesson 9

8 Urbanizing Asia: cities transforming into mega-regions

/ Gateways, corridors and peripheries

Lesson 10

9 Informalizing Asia: the other dynamics of the Asian economy

/ Informality, advocacy, and governmentality in urbanizing northern Philippine cities

Lesson 11

Part IV Asia at a crossroads

10 Ageing Asia: From Demographic Dividend to Demographic Tax

/ The population of Southeast Asia

Lesson 12

11 Unequalizing Asia: From Poverty to Inequality

/ The political economy of policy reform: insights from Southeast Asia

Lesson 13

12 Environmentally Challenged Asia: In the Context of Backwardness and Diversity

/ Natural resources, the environment and economic development in Southeast Asia

Lesson 14

Conclusion: Competing Asia, Co-Existing Asia

/ Twenty-first-century challenges for Southeast Asian economies

Other

Submission of Interim and Final Reports

Method of Evaluation

Attendance and comments in the class : 40%

Interim Report : 30%

Final Report : 30%

Textbooks

Before each lecture the power point file will be prepared and uploaded on Class Support. During the class the additional articles and the papers may be delivered as the handouts.

Reference Books

The Asian Economy : Contemporary Issues and Challenges, edited by Kenta Goto, et al., Taylor & Francis Group, 2020.

<http://ebookcentral.proquest.com/lib/keio/detail.action?docID=6259432>.

Routledge handbook of Southeast Asian economics, edited by Ian Coxhead, New York, New York : Routledge, 2015.

<https://ebookcentral.proquest.com/lib/keio/detail.action?pq-origsite=primo&docID=1899874>

Routledge Handbook of Urbanization in Southeast Asia, edited by Rita Padawangi, Taylor & Francis Group, 2018.

<http://ebookcentral.proquest.com/lib/keio/detail.action?docID=5569016>.

The students can access the text via keio.jp online so do not have to purchase by themselves.

Lecturer's Comments to Students

Powerpoint file with voice will be provided on Class Support before the scheduled date of each session.

Even though this course is mainly targeted for the students of economics, any students who are interested in Asia are welcome, regardless of the faculties.

Question/Comments

Anytime during the class, also by e-mail.

Office Hours will be set up occasionally.

Keio University Syllabus and Timetable

JAPANESE LINGUISTICS IN SOCIOCULTURAL CONTEXT

Lecturer(s)	OKUGAWA, IKUKO
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Wed.3
Campus	Mita
Classroom	441
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84199
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn introductory Japanese linguistics in sociocultural context through scholarly articles in areas such as conversation analysis, cognitive linguistics, discourse analysis, functional linguistics, interactional linguistics, pragmatics, and sociolinguistics.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course is an introduction to Japanese linguistics in sociocultural context. We will be reading scholarly articles in areas such as conversation analysis, cognitive linguistics, discourse analysis, functional linguistics, interactional linguistics, pragmatics, and sociolinguistics, thinking about them critically, and formulating our own opinions. This course is primarily aimed at international students interested in the sociocultural aspects of the language, as well as at native speakers of Japanese who aim to research Japanese linguistics or to teach Japanese as a second language. We will cover 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

Lesson 1

Introduction

Lesson 2

Language and Culture

Lesson 3

Language and Culture

Lesson 4

Ellipsis

Lesson 5

Ellipsis

Lesson 6

Transitives

Lesson 7

Transitives

Lesson 8

States vs Actions

Lesson 9

States vs Actions

Lesson 10

Pragmatics

Lesson 11

Pragmatics

Lesson 12

Pragmatics, Presentation Preparation

Lesson 13

Research Presentations

Lesson 14

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

- Hinds, Iwasaki, and Maynard (Eds.) (1987) *Perspectives on Topicalization: The Case of Japanese Wa*. Typological Studies in Language. 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.
- Sztatowski (Ed.) (2004) *Hidden and Open Conflict in Japanese Conversational Interaction*. Kuroshio Publishers.
- Sztatowski (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, is required.

The number of students in the course is capped at 23. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

***All students wishing to register for this course must fill out the google form by 16:00, April 5 (Spring 2023)/ September 28th (Fall 2023) at this address, <https://forms.gle/MRiQyJDz5ZtgtYxT8> and obtain permission from the instructor. Registration without permission will be deleted.**

*Teaching Mode: face to face

*1st session: face to face

*The method of feedback for assignments: in class

*The time required for preparatory learning: approximately ninety minutes per week

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

Keio University Syllabus and Timetable

JAPANESE LINGUISTICS IN SOCIOCULTURAL CONTEXT

Lecturer(s)	OKUGAWA, IKUKO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Wed.4
Campus	Mita
Classroom	453
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84203
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn introductory Japanese linguistics in sociocultural context through scholarly articles in areas such as conversation analysis, cognitive linguistics, discourse analysis, functional linguistics, interactional linguistics, pragmatics, and sociolinguistics.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course is an introduction to Japanese linguistics in sociocultural context. We will be reading scholarly articles in areas such as conversation analysis, cognitive linguistics, discourse analysis, functional linguistics, interactional linguistics, pragmatics, and sociolinguistics, thinking about them critically, and formulating our own opinions. This course is primarily aimed at international students interested in the sociocultural aspects of the language, as well as at native speakers of Japanese who aim to research Japanese linguistics or to teach Japanese as a second language. We will cover 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

Lesson 1

Introduction

Lesson 2

Language and Culture

Lesson 3

Language and Culture

Lesson 4

Ellipsis

Lesson 5

Ellipsis

Lesson 6

Transitives

Lesson 7

Transitives

Lesson 8

States vs Actions

Lesson 9

States vs Actions

Lesson 10

Pragmatics

Lesson 11

Pragmatics

Lesson 12

Pragmatics, Presentation Preparation

Lesson 13

Research Presentation

Lesson 14

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

- Hinds, Iwasaki, and Maynard (Eds.) (1987) *Perspectives on Topicalization: The Case of Japanese Wa*. Typological Studies in Language. 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.
- Sztatowski (Ed.) (2004) *Hidden and Open Conflict in Japanese Conversational Interaction*. Kuroshio Publishers.
- Sztatowski (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, is required.

The number of students in the course is capped at 23. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

***All students wishing to register for this course must fill out the google form by 16:00, April 5 (Spring 2023)/ September 28th (Fall 2023) at this address, <https://forms.gle/MRiQyJDz5ZtgtYxT8> and obtain permission from the instructor. Registration without permission will be deleted.**

*Teaching Mode: face to face

*1st session: face to face

*The method of feedback for assignments: in class

*The time required for preparatory learning: approximately ninety minutes per week

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

Keio University Syllabus and Timetable

INTERCULTURAL COMMUNICATION AND JAPANESE CULTURE

Lecturer(s)	OKUGAWA, IKUKO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Mon.3
Campus	Mita
Classroom	443
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84218
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn an overview of intercultural communication, both in theory and in practice.
K-Number	CIN-CO-00133-212-02 ▼ Detail

Course Contents/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

Lesson 1

Introduction, What is communication?

Lesson 2

Variation and context

Lesson 3

Categories and cultures

Lesson 4

Prototypes and groups

Lesson 5

Preparation for group presentations

Lesson 6

Group presentations

Lesson 7

Group presentations

Lesson 8

Culture and miscommunication

Lesson 9

Cultural differences in communication

Lesson 10

Nonverbal communication

Lesson 11

Various communication styles

Lesson 12

Preparation for individual presentations

Lesson 13

Individual presentations

Lesson 14

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

- 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 35. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

***All the students wishing to register for this course must fill out a statement of interest by 16:00, September 28th (JST), at this address, <https://forms.gle/VENdk8PKhjwxSFdS8> and obtain permission from the instructor. Registration without permission will be deleted.**

*Teaching Mode: face to face

*1st session: face to face

*The method of feedback for assignments: in class

*The time required for preparatory learning: approximately sixty minutes per week

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

Keio University Syllabus and Timetable

EDUCATION IN JAPAN: ISSUES OF CULTURE, SOCIAL STRUCTURE, & WORLDVIEW

Subtitle	Education in Japan: Learning Culture, Social Structure, & Worldview
Lecturer(s)	RIESSLAND, ANDREAS K.
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Mon.2
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87035
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to look at Japanese education critically, with a multidisciplinary perspective and an objective balance in order to gain a deeper understanding of contemporary Japan.
K-Number	CIN-CO-00133-212-09

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Education offers a useful lens for looking at Japan's society (or societies), for education is all about becoming a functioning member of society. It focuses on issues such as what one needs to know to act properly, whom to respect, when to speak, and who to become. Education is also a critical site of the ongoing debate about globalization, bringing the spread of English along with an increased presence of ethnic and social minorities. What is more, looking at education helps us understand Japanese family structure, food, fashion, and the culture of the everyday, all of which reflect (and construct) culture, social structure, and worldview.

In general, Japanese education has a bad reputation. Some scholars point out that bullying is widespread. Certainly there is a dark side, but there is also a lot to acknowledge and learn from. This course aims to look at Japanese education critically, yet with a multidisciplinary perspective and an objective balance, in order to gain a deeper understanding of contemporary Japan. Each week, there will be assignments of approximately 15-30 pages that everyone is required to read before class, and attention will be given during class to exploring the issues raised in these assignments, deepening analytic understanding, and articulating both a personal and academic response.

The course will be conducted entirely in English. It is open to students from Keio and from abroad. For international students, the goal is to expand knowledge of Japan in a way that will help negotiate living and working in this country. For Japanese students, the goal is to deepen awareness of one's own culture, and practice explaining local customs and worldviews to people from abroad.

Lesson 1

Introductions and overview:
Guidelines, possibilities, key concepts

Lesson 2

Topic: Diversity, distinctiveness, & social division
Reading: Okano (2009) School Culture

Lesson 3

Disciplining the child, connecting the community
Reading: Lewis (1995) Roots of Discipline

Lesson 4

Topic: Establishing Conformity
Reading: Bjork & Fukuzawa (2013) School Guidance in Japanese Middle Schools

Lesson 5

Topic: Parental involvement - *obentō*
Reading: Allison (1991) Japanese mothers and obentōs

Lesson 6

Topic: Parental Involvement - *kyōiku mama*
Reading: Holloway et al. (2010) From Kyōiku Mama to Monster Parent

Lesson 7

Topic: Sports, coaching, & discipline
Reading: Miller (2013) For Basketball Court and Company Cubicle

Lesson 8

Topic: Bullying, marginalization, & pressure to conform
Reading: McDonald & Kawai (2017) Punishing Coaching

Lesson 9

Topic: Studying in English - English as the Classroom Language
Reading: Brown (2017) Why and Why Now?

Lesson 10

Topic: Others – Immigrants, foreigners, & returnees
Reading: Kanno (2003) Imagined Communities

Lesson 11

Independent Reading
(from Supplementary References, Google search, & teacher recommendation)

Lesson 12

Data Collection, Analysis, & Writing

Lesson 13

Final Presentations

Lesson 14

Course review and follow-up discussions, if required.

Other

There may be other reading/viewing assignments in addition to the ones noted here. In that case, they will be announced in class and posted on or the Google Classroom webpage.

A list of references, both required and supplementary, will be uploaded to prior to the first session.

Method of Evaluation

In-class discussion will be the central component of the course, and everyone is expected to walk in the door prepared to talk about the assigned readings. Class participation counts for 30% of the grade. Writing assignments count for 30%, the final project (presentation & paper) 40%. All written work should be 100% one's own words (with full reference and citation), submitted on time, of appropriate length, and on topic. Plagiarism is cheating, and you will make a D if you copy more than 2 words from any source without correct citation, quotation and reference. Late work will be penalized or simply not accepted. About 2 hours of homework (or so) is expected each week. All written assignments (essays, power-points, self-introductions, etc) should be submitted via the Google classroom page, which will be made available at the beginning of the semester.

Textbooks

All reading materials will be distributed by the instructor, placed on reserve in the library, made available on the website, or uploaded to the Google classroom homepage.

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 & Benu (Eds.), *Japan's diversity dilemmas* (pp. 47-74).

Lecturer's Comments to Students

Because the class is based on group discussion and on students' individual presentations, which requires preparation and active engagement on the part of every student, enrolment will be limited to 25 students. If more than 25 seek to join, a lottery will be carried out by the IC Office.

Question/Comments

There are no set office hours, but students should feel free to contact me anytime by email, speak to me before or after class, or make an appointment. I am happy to talk if there is time available.

Keio University Syllabus and Timetable

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL RELATION

Lecturer(s)	SUGIURA, KAZUNORI
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Fri.4,5
Campus	Mita
Classroom	421
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87418
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn how the roots of these Otaku cultural activities in Japan have expanded internationally as one of Simulacra with creators, and activists of the fields.
K-Number	CIN-CO-00133-212-86

[▼ Detail](#)

Course Contents/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 trans-national 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.

Lesson 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.

Lesson 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.

Lesson 3

"Summary of Akihabara Culture"

We will summarize the characteristics of Akihabara based on the tour last week, Understanding how Akihabara has been a place suitable for Otaku.

Lesson 4

"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.

Lesson 5

"Video Game Console and Gaming Industries Part 2"

Understanding Consumer Gaming Consoles.

Lesson 6

"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.

Lesson 7

"Doujin and Comike Part 1"

Creative contents sold in Comiket (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: "Comiket", more than 650 Thousand people participate in only 3 days. We will also look into the management and operation process of such "Otaku" event.

Lesson 8

"Otaku Event Management"

Otaku is somewhat socialized people. we will discuss about how otaku events are being handled and managed.

Lesson 9

"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.

Lesson 10

"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.

Lesson 11

"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?

Lesson 12

"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.

Lesson 13

"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).

Lesson 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.

Other

Wrap ups.

With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities.

Method of Evaluation

Evaluation Scheme will be as follows:

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

Textbooks

Text books and materials will be announced during the lectures.

Reference Books

Text books and materials will be announced during the lectures.

Lecturer's Comments to Students

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

Question/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

Keio University Syllabus and Timetable

CROSSING BORDERS:ADAPTING TO JAPAN AND ADAPTING TO THE WORLD

Subtitle	Learning from Life Abroad: Adapting to Japan and Adapting to the World
Lecturer(s)	SHAULES, JOSEPH
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Tue.3
Campus	Mita
Classroom	123
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87198
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to focus on the deep cultural learning and personal growth that can result from adjusting to life in another country by learning about the psychology of adjusting to foreign experiences.
K-Number	CIN-CO-00133-212-10

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course focuses on the deep cultural learning and personal growth that can result from adjusting to life in another country. We will learn about the psychology of adjusting to foreign experiences. 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. Each student will interview someone about their intercultural experiences and analyze and present the results. The ultimate goal is for students to get the most out of intercultural experiences.

Course Plan

Lesson 1

Introduction – Edward Hall and the intercultural experience

Lesson 2

Deep culture in everyday life

Lesson 3

Understanding deep culture

Lesson 4

Understanding deep culture

Lesson 5

Understanding deep culture

Lesson 6

Intercultural sensitivity, empathy, cultural identity, stereotypes, prejudice

Lesson 7

Trial & error cultural learning, culture surprise, stress and shock

Lesson 8

Surface and deep experiences, adaptive demands

Lesson 9

resistance (reversal), acceptance, adaptation (forced adaptation – mixed reactions)

Lesson 10

Interview preparation: Doing a deep culture interview

Lesson 11

Interview analysis - Presentation preparation

Lesson 12

In-class presentations

Lesson 13

Semester course content review

Lesson 14

Students will take part in an interview project analyzing someone's intercultural adaptation experience.

Other

There will be online interaction with other students to build community and explore these topics more deeply

Method of Evaluation

1. Written final exam (30%)
2. Final presentation (30%)
3. Participation (Attendance + assignments) (40%)

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

The class meeting schedule can be found on the Canvas Learning Management System. If you have any questions, please contact the instructor directly: shaules@keio.jp.

Question/Comments

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.

Keio University Syllabus and Timetable

THE SUPREME COURT OF JAPAN: STRUCTURE, FUNCTION, CASE LAW

Subtitle	The Supreme Court of Japan: Structure, Function, Case Law
Lecturer(s)	ORTOLANI, ANDREA
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	443
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84222
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study on the Supreme Court of Japan from the origin, the structure and the functions of the Supreme Court to the role it plays in the Japanese legal system, and an overview of the most important cases.
K-Number	CIN-CO-00253-212-05

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will focus on the Supreme Court of Japan.

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

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

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

Course Plan

Lesson 1

Introduction to the course.

Judicial review in Japan.

Lesson 2

Provisions on the courts and on the Supreme Court.

Lesson 3

Provisions on the courts and on the Supreme Court.

Lesson 4

The judges of the Supreme Court; administrative staff.

Lesson 5

The judges of the Supreme Court; administrative staff.

Lesson 6

Administrative functions and judicial independence.

Lesson 7

Administrative functions and judicial independence.

Lesson 8

The role of precedents at the Supreme Court. Case law on art. 9.

Lesson 9

The role of precedents at the Supreme Court. Case law on art. 9.

Lesson 10

Case law on State and religion.

Lesson 11

Case law on State and religion.

Lesson 12

Case law on human and civil rights.

Lesson 13

Case law on human and civil rights.

Lesson 14

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

Other

Session for Q&A, discussion.

Method of Evaluation

Attendance and participation (50%), mini-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.

Reference Books

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

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

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

Lecturer's Comments to Students

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

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

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

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

Question/Comments

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

Keio University Syllabus and Timetable

JAPANESE BUDDHISM AND SOCIAL SUFFERING

Subtitle	Priests and Temples Reviving Human Relationship and Civil Society
Lecturer(s)	WATTS, JONATHAN S.
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Tue.2
Campus	Mita
Classroom	513
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87260
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study 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.
K-Number	CIN-CO-00143-212-08

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

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

There will be a variety of teaching methods from homework, readings, group processes, in-class videos, and guest speakers. This course will attempt to be as interactive as possible, so students should be ready to reflect on the issues personally as they experience them as residents of Japan, and to express these reflections not only intellectually but emotionally as well. Regular field trips for this course were cancelled due to COVID from 2020-21, but were resumed for the most part in 2022. As such, THIS COURSE IS LIMITED TO 30 STUDENTS. PLEASE SEE DETAILS BELOW.

Lesson 1

A Brief History of Japanese Buddhism

Lesson 2

The Civilizational Culture of Buddhism meets Japan's Particular Cultural Identity

Lesson 3

Unit 1: Understanding Japanese Society through a Buddhist Lens & Buddhist Social Analysis

Lesson 4

Unit 1: The Present Crisis in Japanese Society: The Disconnected Society 無縁社会

Lesson 5

Unit 2: The Present Crisis in Japanese Buddhism

Lesson 6

Unit 2: Reforming Funeral Buddhism through End-of-Life Care

Lesson 7

Unit 2: The Suicide Prevention Priests of Japan Part I

Lesson 8

Unit 2: The Suicide Prevention Priests of Japan Part II

Lesson 9

Unit 3: Buddhist Kaihotsu 開発 Development to Confront Rural Decline, Migrant Laborers, Poverty & Homelessness

Lesson 10

Unit 3: Nuclear Energy & the Eco-Temple

Lesson 11

Unit 4: Imperial-Way Buddhism 皇道仏教 in the Pre-War Era

Lesson 12

Unit 4: Japanese Buddhist Peace Activism in the Post-War Era

Lesson 13

Unit 5: A Buddhist Vision for Japan: From Social Dukkha to Social Nirvana

Lesson 14

Unit 5: Reviving the Spirit of Kamakura Buddhism for 21st Century Japan

Other

Method of Evaluation

1. Exam N/A
2. Attendance, Participation (30%)
3. Mid term Literature Review (20%)
4. Final Paper (50%)

Textbooks

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

Reference Books

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

This course will be taught as face-to-face only. The number of students in the course is capped at 30. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery. 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、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. 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!

Question/Comments

Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 30 years involved in NGO/NPO work with Buddhist based organizations. He has been researching and assisting Japanese Buddhists engaged in a variety of forms of social work. This research forms the basis of this course and will be published in a large comprehensive volume in 2023. He has also written and edited three other books on related issues: Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (Yokohama: International Buddhist Exchange Center, 2013), Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012) and This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (Yokohama: International Buddhist Exchange Center, 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.

Keio University Syllabus and Timetable

THE ROOTS OF JAPANESE CULTURE AS SEEN IN THEATER AND ART

Lecturer(s)	OSHIMA, AKIRA M.
Credit(s)	2
Academic Year/Semester	2023 Spring (1st Half)
Day/Period	Wed.4,5
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87638
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study Japanese culture emphasizing the continuing tradition of classical culture with the key images and ideas of waka poetry as a through line in theater and the visual arts.
K-Number	CIN-CO-00133-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Japan has a long and rich history and tradition. In past times, this tradition has served as a way of uniting very different times and social groups. But in this modern age, this history and tradition has become unfamiliar. This course will outline this history and also suggest way to both put it together and to question it.

The course will center on lectures featuring Power Point slide shows and will have short required readings. Grading will be based on 4 worksheets and a 5 page final essay.

Course Plan

Lesson 1

History, Narratives and Identity

Japan seems to be unified and homogeneous. But this feeling has been created by persistent narratives that change and are re-established in different periods.

Lesson 2

Possible Pathways to Find Diversity: Geography, Anthropology and Religious Ways of Thinking

There has always been strong local variation in Japan. This can provide possible points to question the dominant narrative.

Lesson 3

Manyoshu and Kojiki: Asuka (538 – 710), Nara (710 - 794) and Heian Periods (794 - 1185)

These periods mark the consolidation of the Japanese state. In literature this created the historical chronicles and a great poetic anthology.

Lesson 4

Classical Aristocratic Court Culture: Waka Poetry

In the Heian Period (794 - 1185), culture centered on the aristocratic class around the imperial court. This created a poetic language and stories like “The Tale of Genji” that became the standard for classical culture until the present.

Lesson 5

“Ise Monogatari” and Visual Arts

“The Tales of Ise” are a series of poems that grow into short episodes about the legendary lover Ariwara no Narihira. Many of the episodes feature iconic images that were both the foundation of classical culture and show the changing views of the images of the tradition.

Worksheet 1: Intro through classical

Lesson 6

Rise of Warrior Class: History from End of Heian to End of the Kamakura Period (1185 - 1333)

A war between the Genji and Heike military clans moved the center of political power away from Kyoto to Kamakura dominated by the warrior class. On the one hand, there was the continued cultural dominance of imperial aristocratic culture. On the other hand, there was the gradual creation of a warrior class with a distinctive character.

Lesson 7

“Heike Monogatari”

“The Tales of the Heike” tells the story of the rise and fall of the Heike clan and the wars that ended the Heian period. But far from being just a war tale, it is an epic novel that treats the enemy with compassion and gives full expression to the stories of the women involved.

Worksheet 2: Heike Monogatari

Lesson 8

Muromachi History and Culture I

The Muromachi Period (1333 - 1568) is a key period in Japanese cultural history that saw the creation of the Noh and Kyogen theaters and the tea ceremony. But it also was a very turbulent age and even with these touchstones of Japanese culture, there was an immense range of variety and depending on what is valued as iconic, the picture of Japanese culture changes dramatically.

Lesson 9

Muromachi History and Culture II
(cont.)

Lesson 10

Noh and Kyogen

This unit will focus on some examples of the serious Noh drama and the comic Kyogen theater.

Worksheet 3: Muromachi Culture

Lesson 11

Edo History and Culture

After a period of warring domains, in the Azuchi-Momoyama Period (1568 - 1600), Japan was gradually reunified under the warlords Oda Nobunaga and then Toyotomi Hideyoshi. They created a brash, florid form of Muromachi culture. In turn, Japan was controlled by Tokugawa Ieyasu who began a long period of peace ruled from his capital in Edo (the old name for Tokyo).

The Edo Period (1600 - 1868) was marked by a refinement of Muromachi culture as elite culture of the samurai class, but also the creation of a distinctive commoner culture that included the kabuki theater and the Bunraku puppet theater. But over the course of the Edo period, all these cultural forms changed with major social and economic changes that led to the modern world.

Lesson 12

Kabuki

This unit will focus on the development of the kabuki theater and some representative works.

Lesson 13

Puppet Theater

The Bunraku puppet theater was a sophisticated, adult theater which created some of the monuments of Japanese drama and literature.

Worksheet 4: Edo Culture

Lesson 14

Meiji Transition

With the Meiji Restoration in 1868, Japan embarked on an ambitious program of modernization and Westernization. Japanese tradition was once more reconsolidated and the images and characters of the past were mobilized to support the new state. But the tradition was once more discredited with defeat in World War II. The conclusion will look at this process as we can see it in songs created for use in the schools.

Other

Review

Final 5 page paper

Method of Evaluation

Grading will be based on 4 worksheets and a final 5 page paper.

Textbooks

There is no textbook, but all required reading will be posted online.

Reference Books

I will prepare a comprehensive reading list for further exploration.

Keio University Syllabus and Timetable

JAPANESE APPLIED LINGUISTICS

Lecturer(s)	OKUGAWA, IKUKO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Tue.3
Campus	Mita
Classroom	453
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	88290
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the theory and practice of applied linguistics, particularly in the context of Japanese as a second language (JSL).
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/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

Lesson 1

Introduction, Overview of Japanese Language Education

Lesson 2

Studies of L2 Japanese learners: The acquisition of Tense (*V-ru*, *V-ta*)

Lesson 3

Studies of L2 Japanese learners: The acquisition of benefactive auxiliary verbs (*V-te kureru*, *V-te morau*, *V-te ageru*)

Lesson 4

Lesson 5

Studies of L2 Japanese learners: The acquisition of motion verbs and imperfective verbs (*Iku, Kuru, V-teiru*)

Lesson 6

Textbook analysis: Imperfective verbs (*V-teiru*)

Lesson 7

Studies of L2 Japanese learners: The acquisition of *NI* and *DE*

Lesson 8

Textbook analysis: *NI* and *DE*

Lesson 9

Studies of L2 Japanese learners: The acquisition of noun modifying clauses

Lesson 10

Textbook analysis: Noun modifying clauses

Lesson 11

Studies of L2 Japanese learners: The acquisition of transitive and intransitive verbs

Lesson 12

Textbook analysis: Transitive and intransitive verbs

Lesson 13

Individual Presentations

Lesson 14

Review and 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

- 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*

Lecturer's Comments to Students

Prerequisites: Enrollment in or completion of a K5 level Japanese language course (JLPT, N3 level), or similar, or high proficiency in Japanese, is required. 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 23. If enrollment exceeds the limit, selection among eligible students will be made by the instructor.

***All students wishing to register for this course must fill out the google form by 16:00, September 28th (JST) at this address, <https://forms.gle/TfXMSgY7gWBqgjoH8> and obtain permission from the instructor. Registration without permission will be deleted.**

*Teaching Mode: face to face

*1st session: face to face

*The method of feedback for assignments: in class

*The time required for preparatory learning: approximately sixty minutes per week

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

慶應義塾大学 シラバス・時間割

質的調査から見る日本文化と社会

担当者名	鈴木 理恵
単位	2
年度・学期	2023 春(学期後半)
曜日時限	火2/金2
キャンパス	三田
教室	523-B
授業実施形態	対面授業 (主として対面授業)
登録番号	88869
設置学部・研究科	国際センター
学年	2, 3, 4
科目概要	-
K-Number	CIN-CO-00133-212-08

[▼ 詳細](#)

授業科目の内容・目的・方法・到達目標

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.

授業の計画

第1回

Introduction

第2回

Qualitative research method: Its approach

第3回

Quantitative and qualitative research methods

第4回

Observation: Getting to know the method

第5回

Interview: Getting to know the method

第6回

Designing a research project 1: Writing a research proposal

第7回

Designing a research project 2: Revising a research proposal

第8回

Designing a research project 3: Writing an interview guide

第9回

Designing a research project 4: Revising an interview guide

第10回

Designing a research project 5: Preparing for data collection

第11回

Collecting and analyzing data 1

第12回

Collecting and analyzing data 2

第13回

Analyzing data and preparing for your group presentation

第14回

Presentation day

その他

Assignments

成績評価方法

1. Attendance and participation (40%)
2. Assignments and group presentation (25%)
3. Final report (35%)

テキスト（教科書）

Materials will be provided through the course page.

参考書

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.

担当教員から履修者へのコメント

- **This course will be offered on a face-to-face basis.** Further details of the course organization will be explained in the first session.

- **This course is designed both for international students and for local students, majoring in any field of study. Having previous experience in conducting research in a qualitative manner is NOT required.**

Students will rather be expected to actively participate in designing and conducting a group project, communicating well with classmates.

- **The number of students for this course is limited to 20. Those who wish to take this course are required not only to register the course via Academic Affairs Web System but also to fill out a questionnaire by 16:45 on April 5th (JST), by logging in Google Forms with their Keio accounts and using the link: <https://forms.gle/1oH6Vhw2a5gHy5it7>**

When the number of applicants exceeds 20, a selection will be made based on the information provided through the questionnaire.

質問・相談

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

Keio University Syllabus and Timetable

SEEING JAPANESE CULTURE AND SOCIETY FROM A QUALITATIVE PERSPECTIVE

Lecturer(s)	SUZUKI, RIE
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Thu.3
Campus	Mita
Classroom	443
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	89372
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to observe and analyze people's conducts and/or language usage in the contemporary Japanese society.
K-Number	CIN-CO-00133-212-08

[▼ Detail](#)

Course Contents/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 group research projects, to investigate socio-cultural aspects of Japan identified in your everyday life.

Course Plan

Lesson 1

Introduction

Lesson 2

Qualitative research method: Its approach

Lesson 3

Quantitative and qualitative research methods

Lesson 4

Research question and research method

Lesson 5

Observation 1: Getting to know the method

Lesson 6

Observation 2: Designing a research project

Lesson 7

Observation 3: Collecting data

Lesson 8

Observation 4: Analyzing the data

Lesson 9

Observation 5: Presenting research results

Lesson 10

Interview 1: Getting to know the method

Lesson 11

Interview 2: Designing a research project

Lesson 12

Interview 3: Collecting data

Lesson 13

Interview 4: Analyzing the data

Lesson 14

Interview 5: Presenting research results

Other

Assignments

Method of Evaluation

1. Attendance and participation (40%)
2. Group presentations (40%)
3. Final report (20%)

Textbooks

Materials will be provided through the course page.

Reference Books

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

Lecturer's Comments to Students

- **This course will be offered on a face-to-face basis.** A more detailed explanation will be given in the first session.

- **This course is designed both for international students and for local students, majoring in any field of study. Having previous experience in conducting research in a qualitative manner is NOT required.**

Students will rather be expected to actively participate in designing and conducting group projects, communicating well with group members.

- **The number of students for this course is limited to 20. Those who wish to take this course are required not only to register the course via Academic Affairs Web System but also to fill out a questionnaire by 16:45 on September 28th (JST), by logging in Google Forms with their Keio accounts and using the link: <https://forms.gle/eTpT9C7p8fhWTWYf8>**

When the number of applicants exceeds 20, a selection will be made based on the information provided through the questionnaire.

Question/Comments

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

Keio University Syllabus and Timetable

CULTURAL PRESUPPOSITIONS IN JAPANESE COMMUNICATION

Lecturer(s)	SUZUKI, RIE
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Fri.4
Campus	Mita
Classroom	415
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	89387
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine Japanese everyday interaction from various socio-cultural aspects that may affect speakers' ways of interacting with others.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/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

Lesson 1

Introduction

Lesson 2

Communicating with others; communicating across cultures

Lesson 3

Aspect 1: Self and others

Lesson 4

Aspect 2: Age, experience and professional expertise

Lesson 5

Aspect 3: Intimacy and distance

Lesson 6

Aspect 4: Public and private settings

Lesson 7

Aspect 5: Communication style

Lesson 8

Discussion day

Lesson 9

Language and behavior 1: Inviting someone and being invited

Lesson 10

Language and behavior 2: Making and receiving requests

Lesson 11

Language and behavior 3: Giving and receiving evaluations

Lesson 12

Preparation for mini presentation and final report

Lesson 13

Preparation for mini presentation and final report

Lesson 14

Presentation day

Other

Assignments

Method of Evaluation

1. Attendance and participation (40%)
2. Assignments (20%)
3. Mini presentation and final report (40%)

Textbooks

Materials will be provided through the course page.

Reference Books

Gumperz, J. J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.

Hofstede, G., Hofstede, G. J., and Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*, 3rd ed. New York, London: McGraw-Hill Education.

Tannen, D. (Ed.) (1993). *Framing in Discourse*. Oxford: Oxford University Press.

Lecturer's Comments to Students

- **This course will be offered on a face-to-face basis.** Further details of the course organization will be explained in the first session.

- **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 32. Those who wish to take this course were thus required not only to register the course via Academic Affairs Web System but also to fill out a questionnaire by 16:45 on September 28th (JST), by logging in Google Forms with your Keio account and using the following link: <https://forms.gle/8YX6EPvhZ5Gqhg5h8>**

When the number of applicants exceeds 32, a selection will be made based on the information provided through the questionnaire.

Question/Comments

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

Keio University Syllabus and Timetable

SOCIOLINGUISTIC ISSUES AND MODERN JAPANESE

Lecturer(s)	SUZUKI, RIE
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Wed.2
Campus	Mita
Classroom	464
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	89391
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to observe and discuss various aspects of Japanese language usage in relation to culture and society.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/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

Lesson 1

Introduction

Lesson 2

The scope of Sociolinguistics

Lesson 3

Standard language and dialect

Lesson 4

Language and gender

Lesson 5

Language and age

Lesson 6

Language and register

Lesson 7

Language and politeness

Lesson 8

Language and conversation

Lesson 9

Multilingualism

Lesson 10

Linguistic landscapes 1

Lesson 11

Linguistic landscapes 2

Lesson 12

Preparation for your final paper

Lesson 13

Preparation for your final paper

Lesson 14

Presentation Day

Other

Fieldwork

Method of Evaluation

1. Attendance and participation (45%)
2. Presentation (20%)
3. Final paper and its related activity (35%)

Textbooks

Materials will be provided through the course page.

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 will be offered on a face-to-face basis.** Further details of the course organization will be explained in the first session.

- **This course is designed both for international students and for local students.** You will be expected to actively share your opinions and views with your classmates, both in class and online.

- **Relatively high proficiency in Japanese (above upper-intermediate level (e.g. above N2, Keio Level 6)) would be required for discussing covered issues.**

- **The number of students for this course is limited to 24. Those who wish to take this course are required not only to register the course via Academic Affairs Web System but also to fill out a questionnaire by 16:45 on September 28th (JST), by logging in Google Forms with their Keio accounts and using the link: <https://forms.gle/4Zn4rtU2t23EGCHc8>**

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

Question/Comments

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

Keio University Syllabus and Timetable

AN INTRODUCTION TO JAPANESE HISTORY: SURVEYING JAPAN'S PRE-MODERN PAST

Subtitle	An Introduction to Japanese Pre-Modern History: Surveying Japan's Pre-Modern Past (Proto-Historic Japan to Sekigahara)
Lecturer(s)	KURASHIGE, JEFFREY Y.
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Tue.2
Campus	Mita
Classroom	461
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	90664
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to 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.
K-Number	CIN-CO-00153-212-03

[▼ Detail](#)

Course Contents/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

Lesson 1

Introduction and Proto-historic Japan: Jomon and Yayoi Japan

Lesson 2

The "Yamato" Era: Japan's First "Empire"

Lesson 3

The World of the Shining Prince: Aristocratic Rules and Lifestyles in the Heian Period

Lesson 4

Late Heian Society: The Insei Period

Lesson 5

The Making of the Samurai: The Gempei War

Lesson 6

The First Shogunate: Yoritomo's Kamakura Bakufu

Lesson 7

Review and Midterm Exam

Lesson 8

"Popular" Religions: New Faiths and New Systems

Lesson 9

The Mongol Invasions and the 14th Century "Divide"

Lesson 10

Zen and the Rise of the Ashikaga

Lesson 11

Life in the Muromachi Age and the Death of Cooperative Rulership

Lesson 12

The Onin War

Lesson 13

New Peripheries: the Creation of "Traditional" Japanese Culture

Lesson 14

Sengoku and the Unification

Other

Week 15: Student presentations and final test

Method of Evaluation

Mid-term exam: 15% of the course grade

Final exam: 35%

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 lottery.

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.

First Session:

-Class Format: Face-to-Face only

Question/Comments

Please feel free to contact me by email ([kurashig\[at\]fbc.keio.ac.jp](mailto: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.

Keio University Syllabus and Timetable

CULTURAL PRESUPPOSITIONS IN JAPANESE COMMUNICATION

Lecturer(s)	SUZUKI, RIE
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Thu.4
Campus	Mita
Classroom	451
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	92959
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine Japanese everyday interaction from various socio-cultural aspects that may affect speakers' ways of interacting with others.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/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

Lesson 1

Introduction

Lesson 2

Communicating with others; communicating across cultures

Lesson 3

Aspect 1: Self and others

Lesson 4

Aspect 2: Age, experience and professional expertise

Lesson 5

Aspect 3: Intimacy and distance

Lesson 6

Aspect 4: Public and private settings

Lesson 7

Aspect 5: Communication style

Lesson 8

Discussion day

Lesson 9

Language and behavior 1: Inviting someone and being invited

Lesson 10

Language and behavior 2: Making and receiving requests

Lesson 11

Language and behavior 3: Giving and receiving evaluations

Lesson 12

Preparation for mini presentation and final report

Lesson 13

Preparation for mini presentation and final report

Lesson 14

Presentation day

Other

Assignments

Method of Evaluation

1. Attendance and participation (40%)
3. Assignments (20%)
4. Mini presentation and final report (40%)

Textbooks

Materials will be provided through the course page.

Reference Books

Gumperz, J. J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.

Hofstede, G., Hofstede, G. J., and Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*, 3rd ed. New York, London: McGraw-Hill Education.

Tannen, D. (Ed.) (1993). *Framing in Discourse*. Oxford: Oxford University Press.

Lecturer's Comments to Students

- **This course will be offered on a face-to-face basis.** Further details of the course organization will be explained in the first session.

- **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 32. Those who wish to take this course are required not only to register the course via Academic Affairs Web System but also to fill out a questionnaire by 16:45 on April 5th (JST), by logging in Google Forms with their Keio accounts and using the link:**

<https://forms.gle/tipbr4CUY3U4kxy19>

When the number of applicants exceeds 32, a selection will be made based on the information provided through the questionnaire.

Question/Comments

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

Keio University Syllabus and Timetable

SOCIOLINGUISTIC ISSUES AND MODERN JAPANESE

Lecturer(s)	SUZUKI, RIE
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Wed.4
Campus	Mita
Classroom	423
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	92963
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to observe and discuss various aspects of Japanese language usage in relation to culture and society.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)
Course Contents/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**Lesson 1**

Introduction

Lesson 2

The scope of Sociolinguistics

Lesson 3

Standard language and dialect

Lesson 4

Language and gender

Lesson 5

Language and age

Lesson 6

Language and register

Lesson 7

Language and politeness

Lesson 8

Language and conversation

Lesson 9

Multilingualism

Lesson 10

Linguistic landscapes 1

Lesson 11

Linguistic landscapes 2

Lesson 12

Preparation for your final paper

Lesson 13

Preparation for your final paper

Lesson 14

Presentation day

Other

Fieldwork

Method of Evaluation

1. Attendance and participation (45%)
2. Presentation (20%)
3. Final paper and its related activity (35%)

Textbooks

Materials will be provided through the course page.

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 will be offered on a face-to-face basis.** Further details of the course organization will be explained in the first session.

- **This course is designed both for international students and for local students.** You will be expected to actively share your opinions and views with your classmates, both in class and online.

- **Relatively high proficiency in Japanese (above upper-intermediate level (e.g. above N2, Keio Level 6)) would be required for discussing covered issues.**

- **The number of students for this course is also limited to 24. Those who wish to take this course are required not only to register the course via Academic Affairs Web System but also to fill out a questionnaire by 16:45 on April 5th (JST), by logging in Google Forms with their Keio accounts and using the link: <https://forms.gle/4ygWtypcDi45AL6P7>**

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

Question/Comments

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

Keio University Syllabus and Timetable

ENTREPRENEURSHIP AND SMALL BUSINESS DEVELOPMENT IN JAPAN

Subtitle	ENTREPRENEURSHIP & SMALL BUSINESS DEVELOPMENT IN JAPAN
Lecturer(s)	MAGNIER-WATANABE, REMY
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Mon.1,2
Campus	Mita
Classroom	466
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	03925
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn on different aspects of business management, particularly for students who are interested in starting their own business.
K-Number	CIN-CO-00243-212-07

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

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

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

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

Course Plan

Lesson 1

The Foundations of Entrepreneurship

Readings:

TBD

Lesson 2

Conducting a Feasibility Analysis and Designing a Business Model

Readings:

TBD

Lesson 3

Crafting a Business Plan and Building a Solid Strategic Plan

Readings:

TBD

Lesson 4

Forms of Business Ownership / Buying an Existing Business

Readings:

TBD

Lesson 5

Franchising and the Entrepreneur

Readings:

TBD

Lesson 6

Building a Powerful Bootstrap Marketing Plan

Readings:

TBD

Lesson 7

Pricing and Credit Strategies

Readings:

TBD

Lesson 8

Creating a Successful Financial Plan

Readings:

TBD

Lesson 9

Managing Cash Flow

Readings:

TBD

Lesson 10

Final exam

Lesson 11

Entrepreneur Interview Presentations

Lesson 12

Entrepreneur Interview Presentations

Lesson 13

Business Plan Presentations

Lesson 14

Business Plan Presentations

Other

Review of Business Plans

Method of Evaluation

Participation (10%)
Entrepreneur Interview Presentation (20%)
Written Examination (30%)
Business Plan Report & Presentation (40%)

Textbooks

There is no required textbook for this class.

Reference Books

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

Essentials of Entrepreneurship and Small Business Management, By Norman M. Scarborough & Jeffrey R. Cornwall, Global Edition, 9th Edition, Pearson 2019, ISBN 9781292266022

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

Lecturer's Comments to Students

In addition to individual work, this course requires a lot of group work.
I look forward to supporting you in crafting a business plan from start to finish!

Question/Comments

If you have any questions, please contact me.
magnier-watanabe.gt@u.tsukuba.ac.jp

Keio University Syllabus and Timetable

DEVELOPMENT POLICIES AND PROJECTS FOR CHANGE IN ASIA

Lecturer(s)	DAWSON, WALTER
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Mon.2
Campus	Mita
Classroom	422
Class Format	Online classes (mainly real-time format)
Registration Number	04405
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study a number of education policies and projects in Asia and globally which have enacted real societal and global change.
K-Number	CIN-CO-00233-222-06

[▼ Detail](#)

Course Contents/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

Lesson 1

Introduction to Education and Society in the Developed World, Part I

Lesson 2

Introduction to Education and Society in the Developed World, Part II

Lesson 3

Citizenship Education in Japan and the World

Lesson 4

Shadow Education and Education Policy in Asia

Lesson 5

Globalization, Development and Education: Projects, Theories & Debates

Lesson 6

Introduction to Education in Developing Nations, Part I

Lesson 7

Introduction to Education in Developing Nations, Part II

Lesson 8

JICA & Math/Science Education Projects

Lesson 9

The Highland Children's Education Project in Cambodia

Lesson 10

Leapfrog Technology: The One Laptop Per Child Project (OLPC) and Motoman Project in Cambodia

Lesson 11

Escuela Nueva ("New School") Project in Colombia, Vietnam & The Philippines

Lesson 12

Project Planning and Evaluation

Lesson 13

Final Presentation of Students' Education Project Proposals

Lesson 14

Final Class will be for final presentations

Other

Make-up periods will be scheduled as necessary.

Method of Evaluation

Attendance+Participation-25%
Midterm Paper-25%,
Presentation of the Final paper-25%
Final Paper-25%

Textbooks

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

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

Lecturer's Comments to Students

1. This course will be conducted in English but whenever necessary the instructor can assist and advise students in Japanese.
2. Students will read pdf readings and watch pre-recorded course lectures on Youtube before each class.
3. From the first class we will join a Zoom class where we can discuss the lectures and readings. Zoom Link is on Canvas LMS.
4. Assignments will be submitted to the instructor by email. Feedback will be returned by email.

Question/Comments

Please feel free to email the instructor at any time (dawson@icu.ac.jp).
Zoom meetings can be scheduled if students need advice or guidance.

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

Keio University Syllabus and Timetable

SOCIOLOGY OF EDUCATION FOCUS ON ASIAN EDUCATION SYSTEMS

Subtitle	Focus on Globalization and Development of Education in Asia
Lecturer(s)	DAWSON, WALTER
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Wed.1,2
Campus	Mita
Classroom	107
Class Format	Online classes (mainly real-time format)
Registration Number	04410
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study the globalization and development of education and the effect that globalization and development have on societies and education systems in Asia.
K-Number	CIN-CO-00223-222-08

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Course Plan

Lesson 1

Introduction to Comparative Sociology of Education and International Educational Development (IED)

Lesson 2

Sociological Theory on Globalization of Education

Lesson 3

Colonial Education in Asia: Taiwan and the Philippines

Lesson 4

Education, Economics and Human Capital Theory

Lesson 5

Education, Political Science and International Organizations

Lesson 6

Lesson 7

Bilateral Aid, JICA and Education

Lesson 8

NGOs and Education in Cambodia

Lesson 9

Debate: Funding International Organizations vs. Grassroots NGOs

Lesson 10

Shadow Education (Private Tutoring) in Japan, South Korea and Cambodia

Lesson 11

Comparing Bilateral Aid Agencies: China, Japan, and South Korea

Lesson 12

Future Issues for Education in Asia

Lesson 13

Final Presentations and Course Summary

Lesson 14

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

Other

Make-up classes will be scheduled as necessary.

Method of Evaluation

Participation-25%

Midterm Essay-25%

Presentation of Final Paper-25%

Final Paper-25%

Textbooks

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

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

Lecturer's Comments to Students

1. This course will be conducted in English but whenever necessary the instructor can assist and advise students in Japanese.
2. Students will read pdf readings and watch pre-recorded course lectures on Youtube before each class.
3. From the first class we will join a Zoom class where we can discuss the lectures and readings. Zoom Link is on Canvas LMS.
4. Assignments will be submitted to the instructor by email. Feedback will be returned by email.

Question/Comments

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

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

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

Keio University Syllabus and Timetable

EDUCATION IN ASIA-PACIFIC SOCIETIES

Subtitle	Education in Asia Pacific Societies
Lecturer(s)	HAMMOND, CHRISTOPHER
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Thu.3
Campus	Mita
Classroom	422
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	04424
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn various socio-cultural issues and debates impacting schools, universities and education systems in East Asian countries from a case study perspective.
K-Number	CIN-CO-00223-212-09

[▼ Detail](#)

Course Contents/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 Asia Pacific societies.

Taking a case study perspective, we will examine a range of issues facing Asia Pacific societies. These are subject to change but will likely include:

- Debate and discussion of the cultural and philosophical ideas that have shaped education in East Asia.
- Exploration of debates about the purposes of formal schooling, and the role of shadow education (cram schools/private tutoring) in various Asia Pacific contexts.
- Consideration of how education is used as a political tool to shape national identities through moral, civic, and history curricula.
- Exploration of the tensions between nationalism, internationalization of education and globalization in Asia Pacific contexts.
- Comparison of cultural approaches to early childhood education in Eastern and Western cultures.
- Looking 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
- Consideration of issues of diversity and inclusion with regard to ethnic, gender and sexual minorities in Asia Pacific contexts

Course Plan

Lesson 1

Exploring Education and Society - Introduction to Sociology of Education

Lesson 2

Education in Asia Pacific societies: a comparative overview

Lesson 3

International comparisons of academic achievement and East Asia's 'success' on the OECDs PISA test

Lesson 4

The role of shadow education - exploring social class, egalitarianism and inequality

Lesson 5

Asia-Pacific Higher Education in the Context of Globalization

Lesson 6

Comparing cultural approaches to early childhood education in Eastern and Western cultures

Lesson 7

Education as a political tool – constructing national identities through moral, civic and history curricula

Lesson 8

Nationalism and education in the Asia Pacific

Lesson 9

Language, Culture and Colonization in the Pacific

Lesson 10

Gender and Sexual Diversity at Asian Universities

Lesson 11

Comparing contemporary student activism in East Asian contexts, including the role of universities in supporting, tolerating, or discouraging student involvement in social movements

Lesson 12

Academic freedom in East Asian education systems

Lesson 13

Final report workshop

Lesson 14

Final report presentations

Other

Optional make-up class

Method of Evaluation

Attendance, Weekly assignments, Participation: 50%

Research-based reports: 50%

Textbooks

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

Reference Books

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

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

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

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

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

Lecturer's Comments to Students

Adequate preparation and active participation are expected for this course.

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

Keio University Syllabus and Timetable

JAPAN'S TRADE LAW AND POLICY

Subtitle	Case Studies in Japan's Trade Policy
Lecturer(s)	IINO, AYA
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Tue.4,5
Campus	Mita
Class Format	Online classes (mainly real-time format)
Registration Number	04439
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study on the global trade system/rules (namely WTO Agreements and Free Trade Agreements) and Japanese trade policies and laws under those rules.
K-Number	CIN-CO-00253-222-05

[▼ Detail](#)
Course Contents/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. Please be noted that case studies are based on actual cases and can be complex.

The order of course plans may change as necessary.

Course Plan**Lesson 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)

Lesson 2

Basic Trade Rules: GATT (tariff reduction, non-discrimination, etc.)

Lesson 3

Case Study: Japan-Taxes on Alcoholic Beverages (China-Rare Earths, EC-IT Products)

Lesson 4

Basic Trade Rules and FTAs

Lesson 5

Case Study: Legality of Japan-US Trade Agreement

Lesson 6

Agriculture and SPS Agreement/TBT Agreement

Lesson 7

Case Study: Japan-Apples (Korea-Radionuclides/Japan-Laver Quotas)

Lesson 8

Trade Remedies 1: Safeguard

Lesson 9

Case Study: Ukraine-Passenger Cars

Lesson 10

Trade Remedies 2: Anti-Dumping Duties and Subsidies/Countervailing Duties

Lesson 11

Case Study: US-Zeroing (US-Byrd Amendment)

Lesson 12

Other Issues (Services/Intellectual Properties) and Dispute Settlement

Lesson 13

Case Study: Japan-Film

Lesson 14

Report assignments relating to case studies will be indicated.

Other

Feedback of classes may be provided.

Method of Evaluation

Attendance, Participation (presentation, debates or other group-work depending on the number of students)
Y2023 evaluation will be based on participation and reports.

Textbooks

Original handouts or materials will be provided.

Reference Books

Reference books or materials will be indicated if necessary.

Lecturer's Comments to Students

Classes are provided online basis (real time) using Zoom. The link for the 1st class will be provided on the Canvas LMS (or Class Support System) before the 1st class.

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

Question/Comments

Questions/Comments via keio system in principle.

Keio University Syllabus and Timetable

JAPAN'S POSTWAR THROUGH SHORT STORIES

Subtitle	Japan's Postwar Through Short Stories
Lecturer(s)	RAESIDE, JAMES M.
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Thu.5
Campus	Mita
Classroom	446
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	12209
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study on a number of short stories depicting different aspects of the postwar period—roughly from 1945 until 1968 by analyzing the individual stories.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

In this class we will study a number of short stories depicting different aspects of the postwar period—roughly from 1945 until 1968. It is hoped that, by analyzing the individual stories, students will be able to form an opinion on their merits as works of literature, and also be afforded something of a insight into the postwar period as a whole: how it shaped Japanese society at the time and how that process of shaping still bears upon the present. We will take one short story at a time. The texts will be made available to the class a week in advance on the Keio website, and all students will be expected to have read the relevant story before each class and to come prepared with comments and questions. 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.

Texts will be studied in order of publication, which may not always coincide with the date in which the story is set.

Course Plan

Lesson 1

Introductory

Lesson 2

Ishikawa Jun "Jesus of the ruins" (「焼跡のイエス」石川淳著)

Lesson 3

Lesson 4

Dazai Osamu "Villon's Wife" (「ヴィヨンの妻」太宰治著)

Lesson 5

Hayashi Fumiko. "Downtown" (「下町」林芙美子著)

Lesson 6

Agawa Hiroyuki "From Age to Age" (「年々歳々」阿川弘之著)

Lesson 7

Yasuoka Shōtarō "Prized Possessions" (「愛玩」安岡章太郎著)

Lesson 8

Ibuse Masuji "Lieutenant Look-east" (「遥拝隊長」井伏鱒二著)

Lesson 9

Kojima Nobuo "The American School" (「アメリカン・スクール」小島信夫著)

Lesson 10

Mishima Yukio "Three Million Yen" (「百萬円煎餅」三島由紀夫著)

Lesson 11

Nosaka Akiyuki "American Hijiki"/ "American Alga" (「アメリカひじき」野坂昭如著)

Lesson 12

Kōno Taeko "Iron Fish" (「鉄の魚」河野多恵子著)

Lesson 13

Ōshiro Tatsuhiro "The Cocktail Party" (「カクテル・パーティー」大城立裕)

Lesson 14

Hayashi Kyōko "The Tin Can" (「空罐」林京子著)

Other

Reading each story carefully in preparation for the class discussion

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. Feedback will be provided via email or via the university's Canvas system.

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 1945 to the Present (Modern Asian Literature Series) Columbia University Press: 2007.

Lecturer's Comments to Students

Please take to heart the final comments in the course description concerning 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.

Question/Comments

jraeside@keio.jp

Keio University Syllabus and Timetable

GHOSTS AND GOBLINS IN MODERN JAPANESE LITERATURE

Subtitle	Ghosts and Goblins in Modern Japanese Literature
Lecturer(s)	BERNARD, PETER
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Mon.3/Wed.3
Campus	Mita
Classroom	110
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	12342
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn introductory modern Japanese literature through ghost stories to fairy tales to the literary equivalent of the splatter film.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

(Please note that this class will be taught in English, and all distributed readings will be in English translation.)

You will need to complete a reading assignment as homework each week. This class requires a significant amount of reading outside of class, so please budget your time wisely with the weekly reading assignments.

Lesson 1

Course Introduction

Lesson 2

Kōda Rohan and the Origins of gensō bungaku

2. Kōda Rohan, "Encounter with a Skull"

Assignment #1 due

Lesson 3

Izumi Kyōka's Supernatural Fiction

3. Izumi Kyōka, "One Day in Spring" (first half)

Lesson 4

Izumi Kyōka and the Possibilities of Radical Disorientation

4. Izumi Kyōka, "One Day in Spring" (second half)

Assignment #2 due

Lesson 5

Real/Unreal in Natsume Sōseki and Mori Ōgai

5a. Natsume Sōseki, selections from Ten Nights Dreaming

5b. Mori Ōgai, "Ghost Stories"

Lesson 6

Folk Horror

6a. Lafcadio Hearn, "The Story of Mimi-nashi-Hōichi" and "Yuki-Onna," in Kwaidan: Stories and Studies of Strange Things

6b. Yanagita Kunio, selections from The Legends of Tōno

Assignment #3 due

Lesson 7

Gothic Grotesque Nonsense

7. Murayama Kaita, "The Diabolical Tongue"

Lesson 8

Specters of Empire

8. Satō Haruo, "The Tale of the Bridal Fan"

Assignment #4 due

Lesson 9

Orikuchi Shinobu's "Antiquity"

9. Orikuchi Shinobu, *The Book of the Dead* (first half)

Lesson 10

Ghosts, History, and the Uses of the Past

10. Orikuchi Shinobu, *The Book of the Dead* (second half)

Assignment #5 due

Lesson 11

The Dark Fairy Tale and Postwar Feminist Horror

11. Kanai Mieko, "Rabbits"

Lesson 12

Folktales Retold

12. Matsuda Aoko, selections from *Where the Wild Ladies Are*

Assignment #6 due

Lesson 13

Weird Futures

13. Torishima Dempow, "Prologue," "Fragment: Plunder," and "Sisyphean (Or, Perfect Attendants)" (first half), in *Sisyphean*

Lesson 14

Horror, Temporality, Identity

14. Torishima Dempow, "Sisyphean (Or, Perfect Attendants)" (second half)

Other

Final essay due

Method of Evaluation

Grades will be calculated as follows:

40% Regular attendance and active participation in class discussion

30% Short written responses

30% Final 2,000-word essay

In-class participation: Please note that active participation in class discussion is an important aspect of the class. Students who complete the weekly readings and participate in class discussion will likely succeed in the class; those who do not have a high chance of failing the class.

Final essay: The essay prompt will ask students to synthesize the reading they have done throughout the semester; no outside reading or research will be required to complete the assignment. (More details about the final essay will be distributed later in the semester.)

Please note that there is no final exam administered for this class.

You will need passing grades on all course requirements to obtain a grade for the course.

If you miss more than three class sessions for an unexcused reason you will receive a failing grade for the course.

Any instances of plagiarism or other academic dishonesty will immediately result in a failing grade for the course.

Textbooks

You will need to purchase the following books for this class:

- 1) Orikuchi Shinobu. *The Book of the Dead*. Translated by Jeffrey Angles. University of Minnesota Press, 2016.
- 2) Matsuda Aoko. *Where the Wild Ladies Are*. Translated by Polly Barton. Tilted Axis Press, 2020.
- 3) Torishima Dempow. *Sisyphian*. Translated by Daniel Huddleston. Haikasoru, 2018.

Reference Books

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

Lecturer's Comments to Students

See above.

(Please note that this class will be taught using a "face-to-face" format in Spring 2023. In other words, students will need to physically attend class sessions on campus.)

Question/Comments

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

Keio University Syllabus and Timetable

GHOSTS AND GOBLINS IN MODERN JAPANESE LITERATURE

Subtitle	Ghosts and Goblins in Modern Japanese Literature
Lecturer(s)	BERNARD, PETER
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Wed.1
Campus	Mita
Classroom	433
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	12581
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn introductory modern Japanese literature through ghost stories to fairy tales to the literary equivalent of the splatter film.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

(Please note that this class will be taught in English, and all distributed readings will be in English translation.)

You will need to complete a reading assignment as homework each week. This class requires a significant amount of reading outside of class, so please budget your time wisely with the weekly reading assignments.

Lesson 1

Course Introduction

Lesson 2

Kōda Rohan and the Origins of gensō bungaku

2. Kōda Rohan, "Encounter with a Skull"

Assignment #1 due

Lesson 3

Izumi Kyōka's Supernatural Fiction

3. Izumi Kyōka, "One Day in Spring" (first half)

Lesson 4

Izumi Kyōka and the Possibilities of Radical Disorientation

4. Izumi Kyōka, "One Day in Spring" (second half)

Assignment #2 due

Lesson 5

Real/Unreal in Natsume Sōseki and Mori Ōgai

5a. Natsume Sōseki, selections from Ten Nights Dreaming

5b. Mori Ōgai, "Ghost Stories"

Lesson 6

Folk Horror

6a. Lafcadio Hearn, "The Story of Mimi-nashi-Hōichi" and "Yuki-Onna," in Kwaidan: Stories and Studies of Strange Things

6b. Yanagita Kunio, selections from The Legends of Tōno

Assignment #3 due

Lesson 7

Gothic Grotesque Nonsense

7. Murayama Kaita, "The Diabolical Tongue"

Lesson 8

Specters of Empire

8. Satō Haruo, "The Tale of the Bridal Fan"

Assignment #4 due

Lesson 9

Orikuchi Shinobu's "Antiquity"

9. Orikuchi Shinobu, *The Book of the Dead* (first half)

Lesson 10

Ghosts, History, and the Uses of the Past

10. Orikuchi Shinobu, *The Book of the Dead* (second half)

Assignment #5 due

Lesson 11

The Dark Fairy Tale and Postwar Feminist Horror

11. Kanai Mieko, "Rabbits"

Lesson 12

Folktales Retold

12. Matsuda Aoko, selections from *Where the Wild Ladies Are*

Assignment #6 due

Lesson 13

Weird Futures

13. Torishima Dempow, "Prologue," "Fragment: Plunder," and "Sisyphean (Or, Perfect Attendants)" (first half), in *Sisyphean*

Lesson 14

Horror, Temporality, Identity

14. Torishima Dempow, "Sisyphean (Or, Perfect Attendants)" (second half)

Other

Final essay due

Method of Evaluation

Grades will be calculated as follows:

40% Regular attendance and active participation in class discussion

30% Short written responses

30% Final 2,000-word essay

In-class participation: Please note that active participation in class discussion is an important aspect of the class. Students who complete the weekly readings and participate in class discussion will likely succeed in the class; those who do not have a high chance of failing the class.

Final essay: The essay prompt will ask students to synthesize the reading they have done throughout the semester; no outside reading or research will be required to complete the assignment. (More details about the final essay will be distributed later in the semester.)

Please note that there is no final exam administered for this class.

You will need passing grades on all course requirements to obtain a grade for the course.

If you miss more than three class sessions for an unexcused reason you will receive a failing grade for the course.

Any instances of plagiarism or other academic dishonesty will immediately result in a failing grade for the course.

Textbooks

You will need to purchase the following books for this class:

- 1) Orikuchi Shinobu. *The Book of the Dead*. Translated by Jeffrey Angles. University of Minnesota Press, 2016.
- 2) Matsuda Aoko. *Where the Wild Ladies Are*. Translated by Polly Barton. Tilted Axis Press, 2020.
- 3) Torishima Dempow. *Sisyphian*. Translated by Daniel Huddleston. Haikasoru, 2018.

Reference Books

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

Lecturer's Comments to Students

See above.

(Please note that this class will be taught using a "face-to-face" format in Fall 2023. In other words, students will need to physically attend class sessions on campus.)

Question/Comments

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

Keio University Syllabus and Timetable

JAPANESE SUPPLY CHAIN MANAGEMENT

Lecturer(s)	KHOJASTEH, YACOB
Credit(s)	2
Academic Year/Semester	2023 Spring (1st Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	12596
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the supply chain strategy and concepts by focusing on some Japanese cases with a solid understanding of the tools and techniques necessary to solve supply chain problems.
K-Number	CIN-CO-00243-212-07

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course covers supply chain strategy and concepts by focusing on some Japanese cases, and provides the students with a solid understanding of the tools and techniques necessary to solve supply chain problems. Key drivers of supply chain performance such as forecasting demand, logistics and transportation, decision-making tools, information, and sourcing will be covered. It helps students develop the ability to evaluate supply chain performance and to formulate required strategies.

Course Plan**Lesson 1**

Introduction to supply chain management

Lesson 2

Decision making tools in SCM

Lesson 3

Forecasting demand - concepts and tools

Lesson 4

Forecasting demand in SCM I

Lesson 5

Forecasting demand in SCM II

Lesson 6

Linear programming (LP) and its application in logistics

Lesson 7

Computer software for LP and logistics

Lesson 8

Exam 1

Lesson 9

Logistics and transportation models

Lesson 10

Computer software for transportation models

Lesson 11

SCM analytics

Lesson 12

Group presentations

Lesson 13

Group presentations

Lesson 14

Exam 2

Other

Course review

Method of Evaluation

Class attendance (10%)

Homework assignments (15%)

Exam 1 (20%)

Exam 2 (30%)

Case assignment/presentations (25%)

Textbooks

Lecture handouts will be provided as the course proceeds.

Reference Books

Heizer J., Render B. and Munson, C. (2017) *Operations Management: Sustainability and Supply Chain Management*, 12th edition, Pearson International Edition

Khojasteh, Y. ed. (2018) *Supply Chain Risk Management: Advanced Tools, Models, and Developments*, Springer

Khojasteh, Y., Xu, H. and Zolfaghari, S. eds. (2022) *Supply Chain Risk Mitigation: Strategies, Methods and Applications*, Springer

Keio University Syllabus and Timetable

JAPANESE PRODUCTION MANAGEMENT SYSTEMS

Lecturer(s)	KHOJASTEH, YACOB
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	12615
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn an introductory production management, tools and techniques mostly used by Japanese companies to manage and control their production systems.
K-Number	CIN-CO-00243-212-18

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Course Plan**Lesson 1**

Introduction, Toyota production system

Lesson 2

Toyota's Just-in-Time (JIT) systems

Lesson 3

Kaizen and continuous improvement techniques

Lesson 4

Productivity improvement in production systems

Lesson 5

Inventory management I

Lesson 6

Inventory management II

Lesson 7

Aggregate planning and scheduling I

Lesson 8

Mid-term exam

Lesson 9

Aggregate planning and scheduling II

Lesson 10

Material requirements planning (MRP)

Lesson 11

Enterprise resource planning (ERP)

Lesson 12

Planning and scheduling in production systems

Lesson 13

Short-term scheduling in production systems

Lesson 14

Course Wrap-up and Review

Other

Review

Method of Evaluation

Attendance (10%)

Mid-term exam (40%)

Final Exam (50%)

Textbooks

Lecture handouts will be provided as the course proceeds.

Reference Books

- Monden, Y. (2012) *Toyota production system: an integrated approach to just-in-time*, 4rd edition, Engineering & Management Press

- Khojasteh, Y. (2016) *Production Control Systems, A Guide to Enhance Performance of Pull Systems*, Springer

- Khojasteh, Y. (2018) *Production Management: Advanced Models, Tools, and Applications for Pull Systems*, CRC Press

Keio University Syllabus and Timetable

MEDIA AND COMMUNICATION STUDIES

Subtitle	Enhance media and digital competencies in the age of interactive communications
Lecturer(s)	ABE, YUKIKO
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Mon.1
Campus	Mita
Classroom	433
Class Format	Online classes (mainly real-time format)
Registration Number	19332
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the structural "power" of the media, and develop critical thinking skills to examine on how the media, people, and society affect one another.
K-Number	CIN-CO-00213-222-82

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The objective of this course is to understand the structural "power" of the media, and develop critical thinking skills to examine on how the media, people, and society affect one another. In addition, students will learn PR and communications so that they can foster media and digital competency to use "owned media" safely and effectively according to their characteristics, and communicate smoothly with people worldwide. The course will incorporate a variety of active learning approaches including dialogue, group work, and presentation in class, instead of a purely lecture format. ※This class is mainly offered online, but several face-to-face sessions are also scheduled.

Course Plan**Lesson 1**

Introduction:Class Introduction – 1) Course overview 2) Instructor's background for media, the U.N and Tokyo 2020 Olympic and Paralympic Games 3)Students' introductions

Lesson 2

Media and Power (1): The Danger of a Single Story

Lesson 3

Media and Power (2): Case Studies of a Single Story

Lesson 4

Lesson 5

Media and Ethnicity

Lesson 6

Media and Ethnicity: Case Studies

Lesson 7

Discourse Analysis (1) : Case Studies of Hiroshima Peace Speech

Lesson 8

Discourse Analysis (2) : Case Studies of Heads of State Speeches

Lesson 9

Interactive Communications in the Digital Age

Lesson 10

Interactive Communications in the SDGs Age

Lesson 11

Case Studies of SDGs Communications in the world

Lesson 12

Interactive Communications and Global PR Campaigns

Lesson 13

Students' Presentation

Lesson 14

Interactive Communications and Surveillance Capitalism

Other

Report

Method of Evaluation

- Class participation and weekly assignments 40%
- Presentation 30%
- Report 30%

Textbooks

- Original materials prepared by the instructor.

Reference Books

- MEDIA CULTURE AND SOCIETY, Paul Hodkinson, SAGE, 2016, ISBN-10 :1473902355
- Geeks Bearing Gifts: Imagining New Futures for News, Jeff Jarvis, CUNY Journalism Press, 2014, ISBN-10 :19392937
- Exploring Public Relations: Global Strategic Communication (Foundation Studies in Law Series), Ralph Tench & Liz Yeomans, Pearson, 2017, ISBN-10: 9781292112183
- The Age of Surveillance Capitalism, Shoshana Zuboff, PublicAffairs, 2019, ISBN-10: 1610395697
- Hamlet's BlackBerry: A Practical Philosophy for Building a Good Life in the Digital Age, William Powers, Harper Perennial, 2010, ISBN-10: 0061687162
- The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures, Erin Meyer, Public Affairs, 2014, ISBN-10 : 9781610392761
- Propaganda, Edward Bernays & Mark Crispin Mille, Ig Pub, 2004, ISBN-10: 9780970312594
- On Dialogue, David Bogm, Routledge, 2004, ISBN-10 : 0415336414

Lecturer's Comments to Students

- This class is conducted by an instructor who has a rich practical experience in the field of Journalism and Public Relations at the Yomiuri Shimbun (a leading newspaper in Japan); international media outlets; the PR section of the United Nations; a Hawaii based think tank; the East-West Center in the United States; and Tokyo 2020 Olympic and Paralympic Games.
- The class involves "interactive" seminars where students actively participate in the class through pair and group work, rather than one-way knowledge transfer by the instructor.
- The final report is expected to be submitted at the examination period.
- The schedule may be adjusted according to the progress of the class.

Question/Comments

I will give introduction of the class at the first session, but if you need to confirm anything before then, please contact the instructor.

The instructor's e-mail address is yukiko.abe@keio.jp

Keio University Syllabus and Timetable

CULTURE AND EMOTION

Subtitle	Culture and Emotion
Lecturer(s)	SASAKI, YUMI
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Mon.4,5
Campus	Mita
Classroom	412
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19347
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn and discuss the basic concepts of communication/intercultural communication and basic/universal emotions and different emotions between cultures.
K-Number	CIN-CO-00133-212-10

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The aim of the course is to learn and discuss 1) basic concepts of communication/intercultural communication and 2) basic/universal emotions and different emotions between cultures. More specifically, we will discuss (a) how openly certain emotions tend to be expressed, (b) how often certain emotions tend to be controlled, and (c) how differently certain emotions tend to be perceived in particular cultures. We will also discuss how different emotions between cultures could be related to different perceptions of "self" and cognitive styles such as thought patterns.

Course Plan**Lesson 1**

Class orientation. Self-introduction speech. What is culture? What is culture? Definitions of culture. Group discussion.

Lesson 2

What is interpersonal communication/intercultural communication? Why study intercultural communication? Group discussion on your culture background/cultural identity. Discuss and examine what elements seem to be most influential on your cultural background.

Lesson 3

Ch.3: Culture and Emotion (1) Cultural differences in concepts of emotion
Ch 3: Culture and Emotion (2) Aspects of culture that predict differences in emotion

Lesson 4

Ch.3: Culture and Emotion (3) Power distance: Vertical vs horizontal societies

Ch.3: Culture and Emotion (4) Integrating evolutionary and cultural approaches. Ekman's neuro-cultural theory of emotion.

Lesson 5

Ch.1: The Nature of Emotion (1) What is emotion?

Ch.1: The Nature of Emotion (2) Classic theories of emotion

Lesson 6

Ch.1: The Nature of Emotion (3) Modern theories of emotion

Ch.1: Theory review.

Lesson 7

"How emotions are made": Ch.4: The origin of feeling

"How emotions are made": Ch.4: The origin of feeling

Lesson 8

Mid-term presentation Day 1

Lesson 9

Mid-term presentation Day 2

Lesson 10

"How emotions are made": Ch.4: The origin of feeling Group discussion

Lesson 11

"How emotions are made?": Ch.7: Emotions as social reality 1

Lesson 12

"How emotions are made?": Ch.7: Emotions as social reality 2: Group discussion

Lesson 13

Ch.5: Emotional expression in the face, posture, and voice (1): Culture and emotional expression.1

Lesson 14

Ch.5: Emotional expression in the face, posture, and voice (1): Culture and emotional expression.2

Other

Review/discussions.

Method of Evaluation

(1) attendance (5%) & active participation (5%) 10%

(2) assignment 15%

(3) textbook presentation 20%

(5) mid-term presentation 25%

(6)final paper (1st draft 10% + final version 20%, 2000 words) 30%

Textbooks

Shiota, N. M., & Kalat, W. J. (2018). *Emotion*. Oxford: Oxford University Press.

Barrett, L.F. (2017). *How emotions are made*. Pan Macmillan.

We will cover only a few chapters in each of the books above. The instructor will distribute other reading materials in class.

Reference Books

Doi, T. (2014). *Anatomy of dependence*. Kodansha International.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253.

Suttie, J. (2015). Why Americans Struggle to be Happy? A new cross-cultural study finds that we should pursue stronger social ties, not happiness. The Greater Good Science Center at the University of California, Berkeley.

https://greatergood.berkeley.edu/article/item/why_americans_struggle_to_be_happy

Safdar, S., Friedlmeier, W., Matsumoto, D., Yoo, S. H., Kwantes, C. T., Kakai, H., & Shigemasu, E. (2009). Variations of emotional display rules within and across cultures: A comparison between Canada, USA, and Japan. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 41(1), 1–10.

<https://doi.org/10.1037/a0014387>

Lecturer's Comments to Students

Students are expected to read the textbooks beforehand to be ready for class/group discussions. That will probably take them an hour or so to prepare for the class.

Keio University Syllabus and Timetable

JAPAN SEEN FROM OUTSIDE: JAPAN'S PERCEPTION IN EUROPE AND NORTH AMERICA OVER THE LAST 500 YEARS

Subtitle	Japan Seen from the Outside: An exploration of European and U.S. American perceptions of Japan's culture and society over the last 500 years
Lecturer(s)	RIESSLAND, ANDREAS K.
Credit(s)	2
Academic Year/Semester	2023 Fall
Day/Period	Mon.3
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19351
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to examine the way Japan was, and continues to be, perceived in Europe and North America.
K-Number	CIN-CO-00153-212-04

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

In this course, we will take a close look at the way Japan was, and continues to be, perceived in Europe and North America. Course members will analyze a series of historical documents from European and North American sources and investigate how the view of Japan has developed in these countries over time. At the center of this investigation are three questions:

- Which images and stereotypes about Japan can be found in these documents?
- How much did these images and stereotypes change with time?
- How much did they stay the same?

In addition, the course members will analyze and give group presentations about certain key periods in the history of Japan's encounter with Euroamerica.

Course Plan

Lesson 1

What is it all about? - Introduction

Lesson 2

Where is Paradise? - Early images of Japan in Europe

Lesson 3

The Good People - Japan in pre-Edo documents in Europe

Lesson 4

Odd Encounters - The Meiji era delegations to Europe and North America

Lesson 5

The Upside Down World - Testimonies from early Meiji Japan

Lesson 6

First work session for student presentations

Lesson 7

Second work session for student presentations

Lesson 8

(student led session) The Early Stages - Orientalism

Lesson 9

(student led session) From Monsters to MacArthur's Children - Japan and the US before, during and after WWII

Lesson 10

(student led session) "The World Looks Upon Us" - The era of the 1964 Olympics

Lesson 11

(student led session) The Economic Giant - Japan praise and Japan bashing

Lesson 12

(student led session) After the Fall - Japan's renown as a centre of urban culture

Lesson 13

Now what? - Reconsidering the past, speculating about the future

Lesson 14

Course review and follow-up discussion, if required.

Other

Assignments: The required reading and viewing will be announced in class and, together with supplementary readings, be uploaded to prior to the first session.

Method of Evaluation

In-class discussion is the central component of the course, and at the beginning of each class, everyone is expected to be familiar with the relevant assigned readings. Class participation counts for 40% of the grade. Writing assignments count for 20%, the final project (presentation & paper) 40%. All written work should be 100% one's own words (with full reference and citation), submitted on time, of appropriate length, and on topic. Plagiarism is cheating, and you will fail the course if you copy more than 2 words from any source without correct

citation, quotation and reference. Late work will be penalized or simply not accepted. About 2 hours of homework are expected each week. All written assignments (essays, power-points, self-introductions, etc) should be submitted through K-LMS. Details will be announced during the first lessons.

Textbooks

All reading materials will be distributed by the instructor or made available on the K-LMS website.

Lecturer's Comments to Students

Because the course is based on group discussion and students' individual presentations, which requires active engagement on the part of every student, enrolment will be limited to 25 students. If more than 25 students seek to join, a lottery will be carried out by the administration.

Question/Comments

There are no set office hours, but students should feel free to contact me anytime by email or speak to me after class. I am happy to talk as long as there is time available.

Keio University Syllabus and Timetable

COMPUTERS IN JAPANESE SOCIETY AND BEYOND

Lecturer(s)	SEABORN, KATIE
Credit(s)	2
Academic Year/Semester	2023 Spring (2nd Half)
Day/Period	Tue.2/Thu.2
Campus	Mita
Classroom	462
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	26311
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn fundamental theory and practice in the social, political, legal, and ethical implications of computer-based technologies in Japan.
K-Number	CIN-CO-90313-212-83

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Course Description

This course will introduce students to fundamental theory and practice on the social, political, legal, and ethical implications of computer technologies in Japan and abroad. Through in-class activities, group assignments, and reflection work, students will gain a basic understanding of essential concepts, modern and historical cases, and guidelines for best practice. Key concepts include AI bias, privacy in the social media era, personal data and digital behaviour tracking, vectors of misinformation, stereotypes in design, digital inclusion, and more. The main objective is to inform and encourage critical thinking in students who will be playing key roles in deciding, creating, marketing, governing, and disseminating computer technologies in Japan.

Learning Outcomes

By the end of this course, students will be able to:

1. Describe the key concepts in society relevant to computing in the modern era.
2. Explain the roles of social, political, legal, and ethical factors in contemporary computing research and technology innovation practice.
3. Critically reflect on these factors in their own thinking, orientations, and practice within the contexts of their education, daily lives, workplaces, and future aspirations for the development of new technologies.
4. Communicate these reflections to others as well as collaborate with others to evaluate and debate praxis and case studies.
5. Extend this knowledge and practice to future coursework and beyond.

Teaching Method

Typically, the first class each week will introduce a new topic, with interactive activities (e.g., hands-on demos, brainstorming, quick activities), individual reflection, and group discussion. Students will be given a homework assignment to be completed before the second class that week. That second class will start with a discussion of the homework and introduce the next topic for that week. Students will be expected to complete readings from the text and/or other sources before the next week of classes. Attendance is taken randomly in every class.

Lesson 1

Foundational Topics: Key Factors & Critical Frameworks

- ▶ Explain key concepts at a high level.
-

Lesson 2

Intellectual Property

- ▶ Explain what IP is and how it is managed, especially in the modern technosphere.
-

Lesson 3

Free Speech & Individual Rights

- ▶ Justify personal rights with modern examples.
-

Lesson 4

Privacy & Security

- ▶ Describe common challenges in cyberspace.
-

Lesson 5

Cyber Governance & Political Power

- ▶ Understand how power can operate through technology.
-

Lesson 6

Social Movements Online

- ▶ Understand how social movements use modern technologies.
-

Lesson 7

Ethical AI & Algorithmic Bias

- ▶ Describe ideas behind ethical AI and give examples of algorithmic bias.
-

Lesson 8

Digital Inclusion

- ▶ Explain the idea of inclusion with respect to modern technology, online and off.
-

Lesson 9

Information Liberation & Misinformation

- ▶ Discuss how misinformation occurs in technospaces in relation to the open information ecology.
-

Lesson 10

Coursework & Assignments / Makeup Class

Lesson 11

Cyberwarfare & Surveillance

- ▶ Explain how technology can be used to monitor citizens and attack nations.
-

Lesson 12

Education

- ▶ Describe how computers have transformed education, including hybrid models.

Lesson 13

Health & Medicine

- Describe how computers have transformed the medical world and health practice.
-

Lesson 14

Automation & Lifestyle

- Describe how computers have changed our lives, especially through automation.
-

Other

Presentations

- Groups present and discuss their project with their classmates

Method of Evaluation

The main graded components are homework assignments (35%), a group project (26%), an individual essay (25%), and attendance (14%). Deliverables are typically due at 23:59. Late assignments will be penalized by 25%.

Textbooks

Baecker, Ronald M. (2019). *Computers and Society: Modern Perspectives*. Oxford University Press: Oxford, UK.

Reference Books

Baase, Sara & Henry, Timothy M. (2017) *A Gift of Fire: Social, Legal and Ethical Issues for Computing Technology* (5th ed.). Pearson: Upper Saddle River, NJ.

Lecturer's Comments to Students

Classes will be face-to-face on Mita campus. Office hours are by appointment on Zoom.

Keio University Syllabus and Timetable

JAPANESE TRADITIONAL ART OF HUMOR

Subtitle	Ukiyoe, Novels, and Narrative Arts
Lecturer(s)	KATSUMATA, MOTOI
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Mon.2
Campus	Mita
Classroom	462
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	26421
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
K-Number	CIN-CO-90123-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Japanese society has loved humor and generated various humorous arts. Looking back in history, we can see the origins during the Edo period as the business of printing was becoming more established and images and words resonated throughout society.

In this course, we will examine the traditional arts of humor between the 17th and 19th centuries in English translation. Selections have been chosen in terms of connection between images and words. These include pictures, *gesaku* (戯作, popular fiction written in the mid-18th century), short novels, and narrative arts.

The focus of each class meeting will be on close reading and discussion. Students are therefore expected to read and reflect upon the assigned materials prior to class and to participate actively in discussion.

Students will also be asked to write brief response essays (approximately 100 words) before each class, starting with our 2nd meeting and continuing through to the 14th meeting. This should include a summary of the material along with personal reactions and potential discussion topics. These are to be posted to the online discussion forum before class.

As a final project, each student will be required to select from a list of suggested projects. The student will submit a final paper (about 6–8 pages in length). The writing assignments will be evaluated for their coherence, critical argumentation, persuasiveness, and thoroughness of engagement with the material.

Success in this course is based on the expectation that students will spend a minimum of 2 hours of study time per week in preparation for class (readings, papers, discussions, preparation for exams, etc.).

Course Plan

Lesson 1

Introduction

Lesson 2

Pictures 1: Manga

Hagio Moto "The Willow Tree (*Yanagi no Ki*, 柳の木)"

Lesson 3

Pictures 2: Ukiyo-e
Utagawa Kuniyoshi(歌川国芳)'s works

Lesson 4

Pictures 3: Zen painting
Sengai Gibon(仙涯義梵)'s works

Lesson 5

Pictures 4: Fine patterns
"The new Catalogue of Fine Patterns (*Komon Shinpō*, 小紋新法)"

Lesson 6

Gesaku 1: Fools
"Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶氣蒲焼)"

Lesson 7

Gesaku 2: Personification
"Fast-Dyeing Mind Study (*Shingaku Hayasomegusa*, 心学早染草)"

Lesson 8

Gesaku 3: Describing the game of love
"Forty-Eight techniques for Success with Courtesans (*Keisei-Kai Shijūhatte*, 傾城買四十八手)"

Lesson 9

Gesaku 4: Describing human nature
"In the World of Men, Nothing but Lies (*Ningen Banji Uso Bakkari*, 人間万事虚誕計)"

Lesson 10

Short novel 1: Male-male sexuality in samurai society
Preface and 'Through Bearing an Umbrella, He was Rained Upon' from "The Great Mirror of Male Love (*Nanshoku Ōkagami*, 男色大鑑)"

Lesson 11

Short novel 2: Male-male sexuality in kabuki society
'He Pleaded for His Life at Mitsudera Hachiman' from "The Great Mirror of Male Love (*Nanshoku Ōkagami*, 男色大鑑)"

Lesson 12

Short novel 3: Money
'Mr. Heitarō' from "Worldly Mental Calculations (*Seken Munezan'yō*, 世間胸算用)"

Lesson 13

Narrative art: rakugo

Lesson 14

Conclusion

Other

Office hour

Method of Evaluation

Attendance and class participation 40%

Web posts 40%

Final paper 20%

Textbooks

N/A: The teacher prepares pdf text for each week.

Reference Books

Ihara Saikaku, *The Great Mirror of Male Love*, tr. Paul Gordon Schalow (California: Stanford University Press, 1990).

Ihara Saikaku, *Worldly Mental Calculations*, tr. Ben Befu (Berkeley: University of California Press, 1976).

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2023 Fall(1st Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	423
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25406
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn the introductory contemporary Sino-Japanese relations and understand the dynamics between the two countries over the decades.
K-Number	CIN-CO-00233-212-06

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The purpose of this course is to introduce the students to contemporary Sino-Japanese relations and enhance their understanding of the dynamics between the two countries over the decades. The course first presents the general broader view of the bilateral relations and its structure in historical perspective, and then examines more thoroughly the key issues in China-Japan relations. The course wraps up with a view at China-Japan relations in the regional perspective.

Classes are organised as interactive lectures. One or two sessions in the course are dedicated to a debate stimulation on a territorial dispute between China and Japan.

Course Plan

Lesson 1

Course introduction.

Historical background: Sino-Japanese relations in the 20th century

Reading:

1. "The Sino-Japanese War, 1937–1945." In Vogel, 2019. Ch. 8, pp. 248-285,
<https://doi.org/10.2307/j.ctv24w63rq.11>

Read at least one more chapter from these below:

1. "Rivalry in Korea and the Sino-Japanese War, 1882–1895." In Vogel, 2019. Ch. 4, pp. 100-131,
<https://doi.org/10.2307/j.ctv24w63rq.7>

2. "Japanese Lessons for a Modernizing China, 1895–1937," with Paula S. Harrell. In Vogel, 2019. Ch. 5, pp. 132-174. <https://doi.org/10.2307/j.ctv24w63rq.8>

3. "The Colonization of Taiwan and Manchuria, 1895–1945." In Vogel, 2019. Ch. 6, pp. 175-202, pp. 175-202. <https://doi.org/10.2307/j.ctv24w63rq.9>
 4. "Political Disorder and the Road to War, 1911–1937," with Richard Dyck. In Vogel, 2019. Ch. 7, pp. 203-247. <https://doi.org/10.2307/j.ctv24w63rq.10>
 5. "The Collapse of the Japanese Empire and the Cold War, 1945–1972." In Vogel, 2019. Ch. 9, pp. 286-326. <https://doi.org/10.2307/j.ctv24w63rq.12>
-

Lesson 2

Normalisation of relations in 1972.

Readings:

1. Kawashima Shin (2020) The Four Principles that Formed the Basis of Friendly Relations between Japan and China: The China Policy of the Nakasone Yasuhiro Government, *Asia-Pacific Review*, 27:1, 80-101, DOI: 10.1080/13439006.2020.1775421.
-

Lesson 3

Foreign policy decision making in China and China's Japan policy

1. Burcu, Oana. The Chinese Government's Management of Anti-Japan Nationalism during Hu-Wen Era. *International Relations of the Asia-Pacific* 22 (2), 2022. pp. 237–266. <https://doi.org/10.1093/irap/lcab002>
 2. TBC.
-

Lesson 4

Japanese domestic politics and Japan's China policy.

Readings:

1. "Diplomacy and Domestic Interests." In Sheila A. Smith. *Intimate Rivals: Japanese Domestic Politics and a Rising China*, (Council on Foreign Relations Book). Columbia University Press, 2016. Ch. 2, pp. 17-56.
-

Lesson 5

The structure of China-Japan relations. Bilateral relations under different administrations.

Readings (make sure to read at least one chapter upon your choice):

1. "Working Together." In Vogel, 2019. Ch. 10, pp. 327-355.
 2. "The Deterioration of Sino-Japanese Relations, 1992-2018." In Vogel, 2019. Ch. 11, pp.356-404.
-

Lesson 6

Economic relations and economic security.

Readings:

1. Leutert, W. (2022). Reimagining the Chinese Economy Through Sino-Japanese Engagement in the 1980s. In: Roberts, P. (eds) *Chinese Economic Statecraft from 1978 to 1989*. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-16-9217-8_7
-

Lesson 7

History and memory in bilateral relations. Yasukuni shrine and its role in bilateral relations.

Readings:

1. "Japan's Imperial Veterans." In Smith, 2016. Ch. 3, pp. 57-100.
2. Hai Guo (2022) Sorry seems to be the hardest word: the 1972 system, the reparation issue, and the history problem in Sino-Japanese relations, *Critical Asian Studies*, 54:1, 22-46, DOI: 10.1080/14672715.2021.2010108

Optional readings:

1. Ryuji, Hattori. *Understanding History in Asia: What Diplomatic Documents Reveal.* Japan Publishing Industry Foundation for Culture, 2019.

Lesson 8

Japanese ODA to China.

Readings:

1. Sekiyama T. Japan's policy toward china under strong anti-chinese sentiment: A case of terminating yen loans to china. *East Asia : An International Quarterly*. 2012;29(3):295-311. doi: <https://doi.org/10.1007/s12140-012-9180-5>.

Lesson 9

The rise of China and Japan's response.

Readings:

1. Hughes, CW. Japan's response to china's rise: Regional engagement, global containment, dangers of collision. *International Affairs*. 2009. 85(4): 837-856. doi: <https://doi.org/10.1111/j.1468-2346.2009.00830.x>.
2. Ken, Jimbo. "The Rise of China and Japan's Foreign Policy Reorientation." In Mingjiang Li and Kalyan M. Kemburi. *China's Power and Asian Security*. Routledge, 2015. Ch. 13, pp.249-264.
3. A reading on Japan's latest security strategy revision TBC.

Lesson 10

Territorial disputes in the East China Sea: Senkaku/Diaoyu Islands, maritime boundary delimitation.

Readings:

1. "A Shared Maritime Boundary." In Smith, 2016. Ch. 4, pp.101-245.
2. "Island Defense." In Smith, 2016. Ch. 6, pp.188-236.

Lesson 11

Debate simulation (territorial disputes).

Each student will have to prepare their assigned position to advocate in the debate. The roles will be decided prior to the simulation and the students will have time to prepare their position ((1) China's, (2) Japan's position or (3) international law perspective).

Lesson 12

One-China policy and Japan's relations with Taiwan.

Readings:

1. Mike Mochizuki (2022) Tokyo's Taiwan Conundrum: What Can Japan Do to Prevent War?, *The Washington Quarterly*, 45:3, 81-107, DOI: 10.1080/0163660X.2022.2127881
2. Xin, Zhai. "Securing Taiwan: Separating the Two Sides of the Taiwan Strait in Japan's China Policy" *Asian Studies Review*. 2022. 46(1): 93-109 <https://doi-org.www3.iuj.ac.jp/10.1080/10357823.2021.1935465>
3. Liff, A. (2022). Japan, Taiwan and the "One China" Framework after 50 Years. *The China Quarterly*, 252, 1066-1093. doi:10.1017/S0305741022001357

Lesson 13

China-Japan relations in the region: multilateral frameworks; common challenges

Readings:

1. Insis, Aurelio & Giulio Pugliese (2022) The Free and Open Indo-Pacific versus the Belt and Road: Spheres of Influence and Sino-Japanese Relations, *The Pacific Review*, 35:3, 557-585, DOI: 10.1080/09512748.2020.1862899

Lesson 14

China-Japan relations in global perspective.

Readings on Japan-US alliance and European' countries security policies toward Japan TBC.

Other

Make-up class; final submission of reflections on selected-topic readings

Method of Evaluation

1. Preparation for and participation in the debate simulation - 30%
2. Reflection on the readings and weekly topics- 2x20% (twice, student-selected topic).
3. Participation in class discussion (based on the readings) - 30% (cumulative evaluation from each session)

Textbooks

- * Smith, Sheila A. *Intimate Rivals: Japanese Domestic Politics and a Rising China* (Council on Foreign Relations Book). Columbia University Press, 2016.
- * Vogel, Ezra F. *China and Japan: Facing History*. Harvard University Press, 2019.

Reference Books

- * Dreyer, June Teufel. *Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations, Past and Present*. Oxford University Press, 2016.
- * Kokubun, Ryosei, Yoshihide Soeya, Akio Takahara, Shin Kawashima. *Japan–China Relations in the Modern Era*. Routledge, 2017.
- * Wan, Ming. *Understanding Japan–China Relations: Theories and Issues*. World Scientific, 2015.
<https://doi.org/10.1142/9629>.

Lecturer's Comments to Students

The course is introductory-level and thus no prior preparation for the course is required.

The classes will be conducted as interactive lectures, where students are expected to come having completed the reading assignments. Note that some readings in the syllabus are optional or you only need to choose a chapter among the few.

It is estimated that around 2 hours preparation is required for each single session.

Keio University Syllabus and Timetable

JAPAN'S POSTWAR THROUGH SHORT STORIES

Subtitle	Japan's Postwar Through Short Stories
Lecturer(s)	RAESIDE, JAMES M.
Credit(s)	2
Academic Year/Semester	2023 Spring
Day/Period	Thu.5
Campus	Mita
Classroom	446
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25516
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to study on a number of short stories depicting different aspects of the postwar period—roughly from 1945 until 1968 by analyzing the individual stories.
K-Number	CIN-CO-00113-212-02

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

In this class we will study a number of short stories depicting different aspects of the postwar period—roughly from 1945 until 1968. It is hoped that, by analyzing the individual stories, students will be able to form an opinion on their merits as works of literature, and also be afforded something of a insight into the postwar period as a whole: how it shaped Japanese society at the time and how that process of shaping still bears upon the present. We will take one short story at a time. The texts will be made available to the class a week in advance on the Keio website, and all students will be expected to have read the relevant story before each class and to come prepared with comments and questions. 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.

Texts will be studied in order of publication, which may not always coincide with the date in which the story is set.

Course Plan

Lesson 1

Introductory

Lesson 2

Ishikawa Jun "Jesus of the ruins" (「焼跡のイエス」石川淳著)

Lesson 3

Lesson 4

Dazai Osamu "Villon's Wife" (「ヴィヨンの妻」太宰治著)

Lesson 5

Hayashi Fumiko. "Downtown" (「下町」林芙美子著)

Lesson 6

Agawa Hiroyuki "From Age to Age" (「年々歳々」阿川弘之著)

Lesson 7

Yasuoka Shōtarō "Prized Possessions" (「愛玩」安岡章太郎著)

Lesson 8

Ibuse Masuji "Lieutenant Look-east" (「遥拝隊長」井伏鱒二著)

Lesson 9

Kojima Nobuo "The American School" (「アメリカン・スクール」小島信夫著)

Lesson 10

Mishima Yukio "Three Million Yen" (「百萬円煎餅」三島由紀夫著)

Lesson 11

Nosaka Akiyuki "American Hijiki"/ "American Alga" (「アメリカひじき」野坂昭如著)

Lesson 12

Kōno Taeko "Iron Fish" (「鉄の魚」河野多恵子著)

Lesson 13

Ōshiro Tatsuhiro "The Cocktail Party" (「カクテル・パーティー」大城立裕)

Lesson 14

Hayashi Kyōko "The Tin Can" (「空罐」林京子著)

Other

Reading each story carefully in preparation for the class discussion

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. Feedback will be provided via email or via the university's Canvas system.

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 1945 to the Present (Modern Asian Literature Series) Columbia University Press: 2007.

Lecturer's Comments to Students

Please take to heart the final comments in the course description concerning 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.

Question/Comments

jraeside@keio.jp

Keio University Syllabus and Timetable

CULTURE AND EMOTION

Subtitle	Culture and Emotion
Lecturer(s)	SASAKI, YUMI
Credit(s)	2
Academic Year/Semester	2023 Fall(2nd Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	441
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25540
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Course Description	A course to aim to learn and discuss the basic concepts of communication/intercultural communication and basic/universal emotions and different emotions between cultures.
K-Number	CIN-CO-00133-212-10

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The aim of the course is to learn and discuss 1) basic concepts of communication/intercultural communication and 2) basic/universal emotions and different emotions between cultures. More specifically, we will discuss (a) how openly certain emotions tend to be expressed, (b) how often certain emotions tend to be controlled, and (c) how differently certain emotions tend to be perceived in particular cultures. We will also discuss how different emotions between cultures could be related to different perceptions of "self" and cognitive styles such as thought patterns.

Course Plan**Lesson 1**

Class orientation. Self-introduction speech. What is culture? What is culture? Definitions of culture. Group discussion.

Lesson 2

What is interpersonal communication/intercultural communication? Why study intercultural communication? Group discussion on your culture background/cultural identity. Discuss and examine what elements seem to be most influential on your cultural background.

Lesson 3

Ch.3: Culture and Emotion (1) Cultural differences in concepts of emotion

Ch 3: Culture and Emotion (2) Aspects of culture that predict differences in emotion

Lesson 4

Ch.3: Culture and Emotion (3) Power distance: Vertical vs horizontal societies

Ch.3: Culture and Emotion (4) Integrating evolutionary and cultural approaches. Ekman's neuro-cultural theory of emotion.

Lesson 5

Ch.1: The Nature of Emotion (1) What is emotion?

Ch.1: The Nature of Emotion (2) Classic theories of emotion

Lesson 6

Ch.1: The Nature of Emotion (3) Modern theories of emotion

Ch.1: Theory review.

Lesson 7

"How emotions are made": Ch.4: The origin of feeling

"How emotions are made": Ch.4: The origin of feeling

Lesson 8

Mid-term presentation Day 1

Lesson 9

Mid-term presentation Day 2

Lesson 10

"How emotions are made": Ch.4: The origin of feeling Group discussion

Lesson 11

"How emotions are made?": Ch.7: Emotions as social reality 1

Lesson 12

"How emotions are made?": Ch.7: Emotions as social reality 2: Group discussion

Lesson 13

Ch.5: Emotional expression in the face, posture, and voice (1): Culture and emotional expression.1

Lesson 14

Ch.5: Emotional expression in the face, posture, and voice (1): Culture and emotional expression.2

Other

Review/discussions.

Method of Evaluation

(1) attendance (5%) & active participation (5%) 10%

(2) assignment 15%

(3) textbook presentation 20%

(4) mid-term presentation 25%

(5) final paper (1st draft 10% + final version 20%, 2000 words) 30%

Textbooks

Shiota, N. M., & Kalat, W. J. (2018). *Emotion*. Oxford: Oxford University Press.

Barrett, L.F. (2017). *How emotions are made*. Pan Macmillan.

We will cover only a few chapters in each of the books above. The instructor will distribute other reading materials in class.

Reference Books

Doi, T. (2014). *Anatomy of dependence*. Kodansha International.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253.

Suttie, J. (2015). Why Americans Struggle to be Happy? A new cross-cultural study finds that we should pursue stronger social ties, not happiness. The Greater Good Science Center at the University of California, Berkeley.

https://greatergood.berkeley.edu/article/item/why_americans_struggle_to_be_happy

Safdar, S., Friedlmeier, W., Matsumoto, D., Yoo, S. H., Kwantes, C. T., Kakai, H., & Shigemasu, E. (2009). Variations of emotional display rules within and across cultures: A comparison between Canada, USA, and Japan. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 41(1), 1–10.

<https://doi.org/10.1037/a0014387>

Lecturer's Comments to Students

Students are expected to read the textbooks beforehand to be ready for class/group discussions. That will probably take them an hour or so to prepare for the class.