

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	2025 Spring
Day/Period	Tue.2
Campus	Mita
Classroom	441
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	07457
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Discussions, Debates
Group work

Preparatory Study

All work will be done in English.

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 25 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@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

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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	2025 Fall
Day/Period	Tue.2
Campus	Mita
Classroom	461
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	57234
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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Active Learning Methods [Description](#)

Discussions, Debates
Group work

Preparatory Study

All work will be done in English.

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

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Lesson 14

Sengoku and the Unification

Other

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Question/Comments

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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	2025 Spring
Day/Period	Tue.4
Campus	Mita
Classroom	121
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	51327
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations

Problem-based learning

Preparatory Study

After every class students are suppose to submit a comment, in order to review it and prepare a next class.

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

Office Hours will be planned.

Method of Evaluation

Weekly Comments : 30%

Interim Report : 30%

Final Report : 30%

Questions and other contributions during the class : 10%

Textbooks

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>.

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

Reference Books

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

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

Regional integration in East Asia : from the viewpoint of spatial economics,/ edited by Masahisa Fujita, Palgrave Macmillan, New York, US, 2007

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

BUDDHISM AND SOCIAL CHANGE IN CONTEMPORARY ASIA

Subtitle	New Buddhist Influences in Economics, Technology, Ecology, Gender, Human Rights, and Dying
Lecturer(s)	WATTS, JONATHAN S.
Credit(s)	2
Academic Year/Semester	2025 Spring (1st Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	06116
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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 50 STUDENTS. PLEASE SEE DETAILS BELOW.

Active Learning Methods [Description](#)

Discussions, Debates
Group work
Role-playing
Flipped classroom

Preparatory Study

some reading & reflections on course units

Course Plan

Lesson 1

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

Lesson 2

Unit 1: A Community of Liberation, A Culture of Diversity, An Institution of Power

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

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)
Engaged Buddhism in Japan Vols 1 & 2. Watts, Jonathan S. (Ottawa: Sumeru Press, 2023)

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 50. 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 was published in two volumes in 2023 (see reference books). 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

CHINA, JAPAN AND KOREA COMPARATIVE MANAGEMENT

Subtitle	Advanced learning of comparative management approaches
Lecturer(s)	DRUMMOND, DAMON
Credit(s)	2
Academic Year/Semester	2025 Fall(1st Half)
Day/Period	Mon.1,2
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45378
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00243-212-07

[▼ 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.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training
 Presentations
 Discussions, Debates
 Group work
 Role-playing
 Flipped classroom
 Problem-based learning

Preparatory Study

Before classes begin some understanding of management principles would be advantageous. Reading textbook chapter summaries in advance would be useful.

Every class of 90 minutes will require about three hours of preparations for the average grade class member by reading of the assigned chapter of the textbook and preparations of 2-3 questions to be challenged in class.

Course Plan

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

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

Lesson 5

Institutional Diversity and Management

Lesson 6

Integrating Approaches

Lesson 7

Comparative corporate governance

Lesson 8

Managing resources: Operations Management

Lesson 9

Managing resources: Human Resources Management

Lesson 10

Managing resources: National Innovation Systems

Lesson 11

Multinational corporations, structural, cultural and strategic issues

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

Integrative Case Presentations to the Board of Directors as Consultants

Method of Evaluation

Please refer to the topic guide to be supplied at first class for rubric details.

Assessment Task 1 (Individual) 36%

- Best 12 Weekly Case Reviews

. Weekly topic class question assignments submitted to online discussion page insertion, (250-350 words plus references).

Assessment Task 2 (Individual) 12%

- Weekly Class and online discussion page feedback participation (Individual)

. Quality and supported contributions to class discussions

Assessment Task 3 (Team) 12%

- Team class leadership presentation reflection exercise (Team)

. Presentation summary and review (3-5 pages) Open submission

Assessment Task 4 (Team) 40%

- Team topic presentation and summary report

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

Textbooks

Sorge, A., Noorderhaven, N., Koen, C., 2024, *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

Lecturer's Comments to Students

Comparative management takes a Worldview systematic approach to understanding whereas international management is normally a comparison between two country environments.

In this course please note that there are major 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.

Further the facilitator of this course emphasises class leadership in learning and interaction. Individual preparation for each class and individual contributions are vital to learning.

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 standard.

PLEASE TAKE NOTICE First class confirms the class sequence and teamwork. It is essential that you attend or advise the facilitator of you status in advance.

Question/Comments

The emphasis is on collaborative learning not teacher centered direction. Domestic Japanese students are encouraged to challenge this course in English.

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

Keio University Syllabus and Timetable

COMMODIFYING WOMEN IN SOUTH EAST ASIA

Lecturer(s)	CHANDRA, ELIZABETH
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Fri.5
Campus	Mita
Classroom	452
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	06647
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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. Globalization has not only stimulated the flow of people, goods, money, and ideas on an unprecedented scale and at unparalleled speed, but it has also encouraged the spread of the capitalist market and consumption patterns. In this framework, women are targeted not only as consumers but also as tools for economic growth and objects of exchange. This is most evident in the mobilization of women for factory labor and their transnational migration for service, care, and other reproductive work—a practice encouraged by many governments in Asia as a strategy for accumulating foreign currency. These changes have profoundly affected the way women's bodies and labor are utilized, appropriated, and exchanged, with one of the most controversial examples being 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 the patriarchal family system, the history of women's subordination in society, and archaic forms of exchange using women. We will then explore how capitalism and globalization have transformed gender relations, particularly women's position in connection to domesticity, work, mobility, and migration. Special attention will be given to the ways in which society and corporate culture contribute to gender regimes that disadvantage women.

This course will explore various aspects of the commodification of women in general, occasionally drawing examples from east and southeast Asia, which as a region is a leading supplier of women's bodies and labor that circulate on the global market as factory workers, domestic workers, sex workers, and gestational mothers.

Active Learning Methods [Description](#)

Discussions, Debates
 Flipped classroom
 Problem-based learning

Preparatory Study

Students should expect weekly reading and writing assignments.

Lesson 1

Introduction

Lesson 2

Women and the Family

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

Cosmopolitan Sex Workers

Lesson 12

Sex as Work

Lesson 13

Rent-a-womb

Lesson 14

Neoliberal Feminism

Other

Wrap-up

Method of Evaluation

Weekly papers (40%)
Attendance (40%)
Class discussion (20%)

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)
Christine B. N. Chin, *Cosmopolitan Sex Workers: Women and Migration in a Global City* (Oxford University Press, 2013)
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 a seminar format, with enrollment limited to 15 students. In addition to registering through the university system during the first registration period, prospective students must write to Professor Chandra (elizabeth.chandra@gmail.com) with a brief self-introduction, their registered name, and student ID number. Instructor selections will be communicated as part of the first registration confirmation.

Admitted students must attend the first class session on Friday, October 3. Important details regarding course requirements will be provided during this session and will not be repeated.

Throughout the semester, students will be required to write a weekly one-page commentary on an assigned reading (approximately 30–50 pages per week). The readings will be made available via Canvas. There will be no final exam.

Use of AI tools is permitted for refining language and correcting grammar in written commentaries. However, students must specify which tools were used and be prepared to discuss their commentaries in depth during class discussions.

Question/Comments

Attendance to the first class session is mandatory. Admitted students who fail to attend the first class without prior notice to the instructor will be assumed to have forfeited their spot, which will then be offered to those on the waitlist.

Keio University Syllabus and Timetable

COMPUTERS IN JAPANESE SOCIETY AND BEYOND

Lecturer(s)	SEABORN, KATIE
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Tue.3/Thu.3
Campus	Mita
Classroom	422
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	88725
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00313-212-83

[▼ 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 next week. That second class will introduce the next topic for that week. Attendance is taken randomly in every class.

Active Learning Methods [Description](#)

Presentations

Discussions, Debates

Group work

Preparatory Study

n/a

Course Plan

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

Dark Patterns & Deceptive Design

- ▶ Describe the variety of ways that user interfaces can deceive people.
-

Lesson 9

Information Liberation & Misinformation

- ▶ Discuss how misinformation occurs in technospaces in relation to the open information ecology.
-

Lesson 10

Cyberwarfare & Surveillance

- ▶ Explain how technology can be used to monitor citizens and attack nations.
-

Lesson 11

Digital Inclusion

- ▶ Explain the idea of inclusion with respect to modern technology, online and off.
-

Lesson 12

Education in the Digital Age

- ▶ Describe how computers have transformed education, including hybrid models.
-

Lesson 13

Economy & Lifestyle

- ▶ Describe how computers have changed our lives and economy, especially through automation.
-

Lesson 14

Agents & Identity

- ▶ Explain the concept of social identity and how it applies to computer agents, especially stereotypes.
-

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 (51%), 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

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	2025 Fall
Day/Period	Tue.3
Campus	Mita
Classroom	123
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	54254
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-10

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course focuses on psychological process of adjusting to foreign cultural environments (e.g. study abroad / migration)--both its challenges and the potential it creates for personal growth. 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.

Active Learning Methods [Description](#)

Fieldwork
Presentations
Discussions, Debates
Group work
Problem-based learning

Preparatory Study

Please listen to Episode 1 of the Deep Culture Podcast. <https://japanintercultural.org/podcast/welcome-to-the-deep-culture-podcast/>

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

Policy regarding use of AI. The class will include readings, class lecture, and small-group discussion of critical questions and key concepts. Students are free to use AI as a form of background research for class topics. They are not permitted to use it for responding to specific homework questions. In general, assignments require students to give a personal reaction to the material. AI assistance for such assignments is not permitted.

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

CULTURE AND EMOTION

Subtitle	Culture and Emotion
Lecturer(s)	SASAKI, YUMI
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	442
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84002
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates

Preparatory Study

Reading the textbook before/after class to be ready for class/group discussions.

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 (2): 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 (1,500 words)	30%

Textbooks

A course packet that partially includes the following two textbooks will be distributed on the first day. The details will be announced in K-LMS.

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.

Fri Mar 07 2025 10:24:01 GMT+0900 (日本標準時)

Keio University Syllabus and Timetable

CURRENT GLOBAL OCCUPATIONAL HEALTH AND SAFETY AND TRAINING FOR KAIZEN (IMPROVEMENTS)

Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Fri.4,5
Campus	Mita
Classroom	451
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29033
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-86

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course provides an overview of occupational health and safety conditions worldwide. Students will learn how to enhance working conditions and prevent accidents and injuries through the implementation of ILO training programs practiced globally. The course also introduces key Japanese concepts such as Kaizen and 5S, allowing students to engage with these training approaches and develop practical skills for planning and implementing workplace improvements applicable to future work environments.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training
Fieldwork
Presentations
Discussions, Debates
Group work
Role-playing
Problem-based learning

Preparatory Study

Please read the textbook in advance regarding the content we will learn in class that day.

Course Plan

Lesson 1

Introduction of the course, etc.,

Lesson 2

Occupational Safety and Health Management System

Lesson 3

How to make a presentation?

Lesson 4

How to make a presentation?

Lesson 5

Materials handling

Lesson 6

Workstation changes

Lesson 7

Physical Environment

Lesson 8

Environmental Protection and Welfare Facilities

Lesson 9

Business and Human Rights

Lesson 10

Business and Human Rights and making final proposal

Lesson 11

Presentation

Lesson 12

Presentation

Lesson 13

Presentation

Lesson 14

Presentation, Review of the course, Quizzes

Other

Review of the course, Quizzes

Method of Evaluation

Grading percentages are as follows; Class participation: 30%, Assignments and Quizzes: 20%, Writing an essay (800-1000 words): 20%, Presentations (Group Presentation, Individual/Group Presentations): 30%.

Textbooks

Global Manual for WISE Work Improvements in Small Enterprises (ILO website)

Lecturer's Comments to Students

This course aims to help students understand the importance of occupational health and safety in creating workplaces where we can work safely and confidently every day. The focus is on exploring what kind of work environments are necessary to achieve this. Particularly, students will think about various measures to ensure their safety and productivity, as well as the company's profitability, in the context of being an employee. Through group work, students will practice generating solutions, discussing them, and developing these ideas into actionable plans.

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: konagasumiwa@gmail.com

Keio University Syllabus and Timetable

CURRENT GLOBAL OCCUPATIONAL HEALTH AND SAFETY AND TRAINING FOR KAIZEN (IMPROVEMENTS)

Subtitle	Current Global Occupational Health and Safety and KAIZEN (Continuous Improvements)
Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Fall(2nd Half)
Day/Period	Fri.4,5
Campus	Mita
Classroom	447
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29071
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-86

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course provides an overview of global occupational health and safety (OHS) conditions and introduces international frameworks such as ILO training programs. Students will learn how to improve working conditions and prevent accidents through case studies and practical training. The course also covers key Japanese approaches such as Kaizen and 5S, combined with group projects and presentations. Through these activities, students will gain practical skills for planning and developing workplace improvements that can be applied in their future professional environments.

【Course Objectives】

By the end of this course, students will be able to:

1. Understand and explain global occupational health and safety (OHS) challenges, with reference to international frameworks such as the ILO's WISE program.
2. Analyse and compare workplace safety practices, including Japanese approaches like Kaizen and 5S, and evaluate their relevance to diverse cultural and organizational contexts.
3. Design and present practical improvement proposals for safer and healthier workplaces, drawing on case studies, factory visits, and collaborative group projects.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training

Fieldwork

Presentations

Discussions, Debates

Group work

Role-playing

Problem-based learning

Preparatory Study

Please read the relevant sections of the textbook in advance to prepare for each class. You are also expected to explore research papers and related topics according to your own academic interests.

Course Plan

Lesson 1

Introduction of the course, Introducing various KAIZEN activities in the world,

Lesson 2

Occupational Health and Safety Management Systems (OHSMS)

Lesson 3

Research and KAIZEN Case Presentations (Part 1)

Lesson 4

Research and KAIZEN Case Presentations (Part 2)

Lesson 5

WISER Training on Materials Handling and Storage

Lesson 6

WISER Training on Workstation Changes

Lesson 7

WISER Training on the Physical Environment

Lesson 8

WISER Training on Environmental Protection and Welfare Facilities

Lesson 9

WISER Training on Mental Health and Stress Management

Lesson 10

WISER Training on Business and Human Rights in the Workplace and Final Proposals for Improvements

Lesson 11

Factory Visit: Observing Occupational Health and Safety in Practice

Lesson 12

Factory Visit: Observing Occupational Health and Safety in Practice

Lesson 13

Final Individual Presentations

Lesson 14

Other

Course Review

Method of Evaluation

【Method of Evaluation (100%)】

*Class Participation+ Individual Participation: 30%

*Group Presentation: 10%

*Quizzes: 10% (Each quiz will have 30 true/false questions from the textbook.)

*Assignment 1 – Improvement Presentation: 10%

*Assignment 2 – Workplace Safety Report: 15%

*Assignment 3 – Factory Observation Report: 15%

*Final grades will be calculated based on the above distribution and converted into Keio University's official grading scale (S: 100–90, A: 89–80, B: 79–70, C: 69–60, D: 59–0). Grades will not be based on native-level English proficiency, but on how effectively you communicate your ideas and reflections. Deadlines and attendance requirements will be applied consistently for all students, in fairness to everyone.

【Policy on Attendance and Participation】

*Class Participation: 20% (Attendance 10 points, punctuality 5 points, absence 0 points.)

*Individual Participation: 10% (10 points: active contribution in discussions and group work)

*Group Presentation: 10% (10 points: active contribution in discussions and group work)

In accordance with the academic regulations of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), and considering that this course is conducted in an active learning format, the following policy applies:

This course comprises 14 sessions in total, organized as two sessions per day across seven class days. To be eligible for credit, students are expected to attend at least 10 sessions.

Students who accumulate 5 or more absences, or who have 4 absences combined with additional late arrivals or early departures, will not be able to earn credit for the course.

Three late arrivals or early departures will be counted as one absence.

In accordance with MEXT regulations, even excused absences (such as illness or official university activities) are included in the total absence count.

Because this course emphasizes active learning—including group discussions, presentations, and collaborative projects—regular attendance and punctuality are essential not only for your own learning but also for maintaining fairness and supporting your peers.

Students are responsible for monitoring and managing their own attendance records.

【Policy on Assignments】

*Assignments: 10 points for on-time submission, 5 points if submitted within 5 days with prior email notice, 0 points after 5 days.

*All assignments in this course are to be completed individually.

*Detailed rubrics will be provided. Please review them carefully to understand the evaluation criteria.

Note from Instructor

In the previous semester, most students who attended regularly, submitted assignments on time, and contributed actively were able to succeed. This course is designed for students who want to learn, grow, collaborate, and challenge themselves. Success requires making your academic work the top priority: plan your schedule carefully, manage your responsibilities, and come prepared.

Textbooks

Global Manual for WISE Work Improvements in Small Enterprises (ILO website)

Lecturer's Comments to Students

This course is designed to help students recognize the importance of occupational health and safety in creating workplaces where people can work safely and with confidence. We will focus on exploring what kind of work environments are necessary to achieve this and consider measures that balance employee safety and productivity with organizational sustainability. Through group work and active discussions, students will practice generating

solutions, exchanging perspectives, and developing their ideas into practical and actionable plans. A factory visit to the ANA aircraft facility is also planned, with the schedule depending on reservation availability. Please note that the course content and schedule may be adjusted depending on the number of participants and site visit availability. As this is an active-learning, problem-solving-oriented course, your consistent attendance and active participation are essential. I encourage you to approach this course with responsibility, openness, and a willingness to learn actively — both from your successes and from the challenges you encounter.

AI Usage Policy (Conditional Permission)

Generative AI tools may be used only for:

*Brainstorming, outlining, or preliminary research (you must check accuracy).

Rules:

*Clearly state when and how AI was used. Example: "Drafted outline with ChatGPT (20%)."

*Do not copy AI text directly. Your work must show your own thinking.

*References must be verified by yourself.

*AI use must not exceed 50% of the work in total. More than 50% = "0 point: not submitted."

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: osh.ko.miwa.nagasu@gmail.com

I will do my best to respond promptly; however, replies may take some time.

Fri Mar 07 2025 09:44:03 GMT+0900 (日本標準時)

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	2025 Spring (2nd Half)
Day/Period	Mon.3,4
Campus	Mita
Classroom	457
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	17398
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-10

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course focuses on the psychology of cultural difference. We will examine cultural patterns found in Japan and compare them with those other countries. We will see that a deep understanding of cultural difference requires a form of intuitive pattern recognition, and the ability to look at situations from multiple cultural perspectives. The class has two parts, 1) the psychology of deep culture, and 2) analyzing cultural difference. We will learn how culture shapes our minds, and how to gain deeper understanding of Japan and other cultural communities.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work
Problem-based learning

Preparatory Study

It is highly recommended that students listen to Episode 1 of the Deep Culture Podcast (10 minutes):
<https://japanintercultural.org/podcast/welcome-to-the-deep-culture-podcast/>

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

Configuration - The hidden impact of culture

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 will be held in-person.

Keio University Syllabus and Timetable

DEVELOPMENT POLICIES AND PROJECTS FOR CHANGE IN ASIA

Lecturer(s)	DAWSON, WALTER
Credit(s)	2
Academic Year/Semester	2025 Fall(2nd Half)
Day/Period	Wed.1,2
Campus	Mita
Classroom	446
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	70287
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

[▼ 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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work
Problem-based learning

Preparatory Study

N/A

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

Lesson 4

Citizenship Education in Japan and the World

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

Reference Books

N/A

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 before each class.
4. Assignments will be submitted to the instructor by CANVAS Feedback will be returned by CANVAS.

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

DIGITAL SOCIETY

Lecturer(s)	KUMMERLE, HARALD M.
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Mon.3
Campus	Mita
Classroom	412
Registration Number	29382
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00313-2-61

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Course Description

This course explores the profound social, political, and cultural transformations brought about by digital technologies. It introduces key concepts and theories of the digital society while situating them in concrete case studies. Particular attention is given to Japan, which provides distinctive examples of platform cultures, governance models, and digital transformations that often diverge from the dominant narratives of the United States, China, and Europe. The course emphasizes both the global dynamics of digital media and the need to understand local contexts.

Learning Outcome

By the end of the course, students will be able to:

- Demonstrate an understanding of major theoretical approaches to digital society and their relevance to contemporary debates.
- Analyze digital platforms, datafication, and surveillance capitalism from comparative and critical perspectives.
- Evaluate the relationship between digital technologies, governance, and sustainability, with particular reference to Japan in a global context.
- Develop well-structured arguments in written essays that connect theoretical insights with empirical examples.

Teaching Method

Besides the main presentation by the lecturer, each session includes small group discussions and short in-class writings (ca. 100–150 words) at the end of the session. These activities provide opportunities for active participation and serve as a basis for further discussion. In addition, students complete two longer essays. The midterm essay (1,200–1,500 words) will be assigned in Lesson 5 and is due in Lesson 7. The final essay (2,000–2,500 words) will be assigned in Lesson 12 and is due in Lesson 14. Both essays build on themes covered in class and the readings. Deadlines are strict; exceptions require consultation with the lecturer in advance.

Active Learning Methods [Description](#)

Discussions, Debates
Group work

Preparatory Study

For each week, a reading will be assigned, usually from the textbook (Lindgren 2025), sometimes from other sources. Optional additional readings are suggested to deepen understanding and to support the essays, but they are not required.

Course Plan

Lesson 1

Introduction to Digital Society

Lesson 2

Social Media Platforms

Lesson 3

Beyond Technological Determinism

Lesson 4

Power and Exploitation

Lesson 5

Datafication, Algorithms, and Artificial Intelligence Ethics of Digital Technology: Privacy, algorithmic bias, AI ethics

Lesson 6

Surveillance Capitalism

Lesson 7

The Computer Is Everywhere and Nowhere

Lesson 8

Interaction and Identity

Lesson 9

Communities and Networks

Lesson 10

The Power of Visual Digital Media

Lesson 11

Digital Activism and Democracy

Lesson 12

Digital Empires: Competing Models of Governance

Lesson 13

Sustainability, Justice, and Digital Futures

Lesson 14

Other

Preparation and writing of midterm and final essays

Method of Evaluation

35%: Midterm Essay (1,200–1,500 words)

35%: Final Essay (2,000–2,500 words)

20%: Participation (attendance, group discussions, oral contributions)

10%: In-class writings (short reflections at the end of each session, credit/no credit)

Textbooks

Lindgren, Simon (2025) *Digital Media and Society*, 3rd edition. London: SAGE.

Reference Books

Becker, Christoph (2023). *Insolvent: How to Reorient Computing for Just Sustainability*. Cambridge, MA: MIT Press.

Bradford, Anu (2023). *Digital Empires: The Global Battle to Regulate Technology*. Oxford: Oxford University Press.

Haigh, Thomas & Ceruzzi, Paul (2021). *A New History of Modern Computing*. Cambridge, MA: MIT Press.

Hitachi-UTokyo Laboratory (2020). *Society 5.0: A People-centric Super-smart Society*. Singapore: Springer.

Lyon, David (2001). *Surveillance Society: Monitoring Everyday Life*. Buckingham: Open University Press.

Roquet, Paul (2022). *The Immersive Enclosure: Virtual Reality in Japan*. New York: Columbia University Press.

Steinberg, Marc (2019). *The Platform Economy: How Japan Transformed the Consumer Internet*. Minneapolis: University of Minnesota Press.

Whittaker, Hugh (2024). *Building a New Economy: Japan's Digital and Green Transformation*. Oxford: Oxford University Press.

Zuboff, Shoshana (2019). *The Age of Surveillance Capitalism*. New York: PublicAffairs.

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

EDUCATION IN ASIA-PACIFIC SOCIETIES

Subtitle	Education in Asia Pacific Societies
Lecturer(s)	HAMMOND, CHRISTOPHER
Credit(s)	2
Academic Year/Semester	2025 Spring
Day/Period	Fri.2
Campus	Mita
Classroom	514
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	70306
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.
- Consideration of issues of diversity and inclusion with regard to ethnic, gender and sexual minorities in Asia Pacific contexts
- Exploration of language policy and language colonization in Pacific island contexts

Active Learning Methods [Description](#)

Discussions, Debates
Group work
Flipped classroom

Preparatory Study

Students will be required to engage with the weekly content (e.g. video lectures, readings) and prepare written reflections before class most weeks. Class time will focus on small group and whole class discussions of the weekly content.

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

Narratives of (dis)ability and access to education in China, Japan and the US

Lesson 6

Gender and sexual diversity in Asian higher education

Lesson 7

Nationalism and education in the Asia Pacific

Lesson 8

Comparing contemporary student activism in Japan and the 'West'

Lesson 9

Language, Culture and Colonization in the Pacific

Lesson 10

Education and technology in the Asia Pacific

Lesson 11

Moral education in Japan

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: 70%
Research-based reports: 30%

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

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	2025 Spring
Day/Period	Mon.3
Campus	Mita
Classroom	462
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	54087
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work

Preparatory Study

For each lesson, you will have read the required text(s) thoroughly, and you will have developed a well informed understanding of the author's main argument.

Course Plan

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 keio.jp or the Google Classroom webpage.

A list of references, both required and supplementary, will be uploaded to keio.jp 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 Canvas 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 keio.jp 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 & Befu (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

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	2025 Spring (2nd Half)
Day/Period	Mon.1,2
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	70158
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work
Flipped classroom
Problem-based learning

Preparatory Study

Reading assignments before each session (30 minutes to 1 hour)

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/template/business-plan-template-a-startup-business>

<https://www.score.org/resource/template/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

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	2025 Fall
Day/Period	Tue.5
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	03538
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-08

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

While the history of Japan as a modern nation begins in the Meiji period, much of what we recognize as typical of 'modern life' as we know it 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 class will be conducted as a lecture course.

Active Learning Methods [Description](#)

Not applicable

Preparatory Study

Some reading will be assigned.

Course Plan**Lesson 1**

Introduction to the course and general overview

Lesson 2

The emergence of the 'modern family' among the new middle class

Lesson 3

The emergence and crystallization of the 'love marriage' ideal and new forms of courtship

Lesson 4

New ideals of and debates over womanhood as voiced by influential female intellectuals such as Yosano Akiko

Lesson 5

New social roles for women/new occupations for women

Lesson 6

The 'modern girl' as 'moga' and new categories of female deviance

Lesson 7

New media for women part one: Shufu no Tomo (Housewife's Friend)

Lesson 8

New media for women part two: Seito

Lesson 9

The emergence of the 'salary-man'

Lesson 10

The ideology of careerism or 'risshin shusse'

Lesson 11

The emergence of the modern housewife

Lesson 12

New notions of motherhood and child-rearing

Lesson 13

The Taisho-era transformation in school culture at the elite higher school for boys

Lesson 14

The expansion of education for women and the culture of cultivation at the new higher schools for women

Other

Additional Instruction

Method of Evaluation

Grades will be based on in-class open-note quizzes on the content of the lectures (80%) and a written assignment (20%)

Textbooks

A textbook will not be assigned, but some reading will be required.

Lecturer's Comments to Students

In this course the use of generative AI will not be allowed on assignments which are to be graded.

Keio University Syllabus and Timetable

HUMAN RESOURCE MANAGEMENT IN THE ASIA PACIFIC REGION

Lecturer(s)	DRUMMOND, DAMON
Credit(s)	2
Academic Year/Semester	2025 Fall(1st Half)
Day/Period	Tue.1,2
Campus	Mita
Classroom	441
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45359
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00243-212-07

[▼ 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 interactive learning as far as possible.

The objectives of this course are to:

- 1 Enable students to understand how HRM is a key function of organizations especially within the context of 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.

Take notice this course will be taught with both individual and team components.

Take notice that there will be a heavy emphasis on class team led in class interactive learning. For this to work individual members will be required to engage in individual class topic prereading and preparation. There will be weekly assessments of contributions.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training
 Fieldwork
 Presentations
 Discussions, Debates
 Group work

Role-playing
Flipped classroom
Problem-based learning

Preparatory Study

A functional knowledge of the principles of Human Resources management would be useful but not essential. Motivation is key. Knowledge of a basic Human Resources textbook would be advisable. Weekly 90 minute classes require about three hours of out of class preparation and will include readings and preparation of set answers to questions to submit online.

Course Plan

Lesson 1

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

Lesson 2

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

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

Employment relations in Hong Kong and Taiwan

Lesson 8

Depiction of the Indian Case

Lesson 9

Review of Thailand

Lesson 10

Understanding of the Vietnamese case

Lesson 11

Review of Malaysia with highlights from Singapore

Lesson 12

Introduction to an Oceania case: Australia

Lesson 13

Team consulting report presentation presenting two country HR start up scenarios

Lesson 14

Team consulting report presentation presenting two country HR start up scenarios

Other

Team consulting report presentation presenting two country HR start up scenarios. Visit to the HR facilities of a major firm.

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

Method of Evaluation

Assessment Task 1 (Individual) 36%

a) Weekly Discussion Cases - 12 exercises.

. Assigned topic discussions to be submitted to online class discussion page (200-350 words)

Assessment Task 2 (Team). 12%

- Seminar team leadership interactive presentation and open summary report to discussion page

Assessment Task 3 (Individual) 12%

- In class and online discussion page participation

Assessment Task 4 (Team) 40%

- Final Consultant Presentation and Report (1000 words per member) (Team)

. Presenting two Asia Pacific countries HR start up strategies. 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.

Textbooks

Varma, & Budhwar, P. S. (2014). *Managing human resources in Asia-Pacific* (2nd ed.). Routledge.

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>

Reference Books

Asia Pacific Journal of Human Resources, OCLC number 52029127

Dessler, S., 2022, *Human Resources Management*, 17e 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

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*, Chandos

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 (2022), is encouraged before the course begins.

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

Discussion topics written in line

Written team assignment 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 student led interactive discussions on prepared preread class topics.

Question/Comments

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

Keio University Syllabus and Timetable

HUMAN TRAFFICKING IN SOUTHEAST ASIA : PAST AND PRESENT

Lecturer(s)	CHANDRA, ELIZABETH
Credit(s)	2
Academic Year/Semester	2025 Spring
Day/Period	Fri.5
Campus	Mita
Classroom	452
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	43997
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-85

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course examines the intersection of involuntary labor, transnational migration, and sexual exchange, broadly categorized under “human trafficking.” While this issue has gained urgency with the adoption of the United Nations’ Palermo Protocol (2000), historical inquiries reveal that commercial sexual labor has existed in various forms and under different guises throughout history. This course situates contemporary human trafficking within a continuum with historically similar practices, some of which were considered “indigenous” to Asia. We will look at traditional forms of servitude and sexual exchange in east and southeast Asia, as well as the contemporary transnational migration of women for the sex industry. We will engage with historiographic and ethnographic accounts on slavery, dependency, and other forms of servitude in Asia as a necessary background to our examination of modern practices of using women for sexual services.

The course will also delve into the social and economic conditions that have historically facilitated the growth of the sex industry, including colonial establishments, and military mobilization, and the so-called “white slave” trade that spurred abolitionist movements by feminist and religious groups in the early 20th century. For contemporary cases, we will examine practices that have been associated with human trafficking, such as prostitution and international brokered marriages. We will investigate the possibility of agency among exploited women, potentially challenging the predominant victimhood narrative. We will conclude with a discussion on the social norms surrounding payment for intimate relations.

While our inquiries will sample cases from various parts of Asia, we will place particular emphasis on southeast Asia. This is because southeast Asia holds a double role as a major source of transnational migration for sexual labor, as well as a site where the sex trade takes place extensively. Given this regional emphasis, this course is particularly recommended for students with a background in Area Studies.

Active Learning Methods [Description](#)

Discussions, Debates
 Flipped classroom
 Problem-based learning

Preparatory Study

Students should expect weekly reading and writing assignments.

Course Plan

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

Trafficking and Marriage Migration

Lesson 8

Wartime Sex Slavery

Lesson 9

Modern-day Trafficking

Lesson 10

The Trafficking Protocol

Lesson 11

Benevolent Paternalism

Lesson 12

On Victimhood

Lesson 13

"Mail-order Brides"

Lesson 14

The Purchase of Intimacy

Other

Wrap-up

Method of Evaluation

Weekly papers (40%)

Attendance (40%)

Class discussion (20%)

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)

Ko-lin Chin & James O. Finckenauer, *Selling Sex Overseas: Chinese Women and the Realities of Prostitution and Global Sex Trafficking* (New York University 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)

Lecturer's Comments to Students

This course will be conducted in a seminar style, with the class size limited to 15 students. In addition to registering for the course through the system during the first registration period, prospective students must write to Professor Chandra (elizabeth.chandra@gmail.com) with a brief self-introduction, their registered name, and student ID number. Instructor selections will be communicated as the first registration confirmation.

Admitted students must attend the first class session on Friday, April 11. Important details regarding course requirements will be provided during this session and will not be repeated.

Throughout the semester, students will be required to write a weekly one-page commentary on an assigned reading of approximately 30-50 pages. The weekly readings will be made available on Canvas. There will be no final exam.

Question/Comments

Attendance to the first class session is mandatory. Those unable to attend must contact the instructor (elizabeth.chandra@gmail.com) in advance.

Fri Mar 07 2025 09:57:00 GMT+0900 (日本標準時)

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2025 Spring (1st Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45545
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course aims 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 bilateral relations and its structure from a historical perspective. It then thoroughly examines key issues in China-Japan relations, such as history memory, economic interdependence, political relations, territorial disputes, and security. The course wraps up with a view of China-Japan relations from a regional and global perspective.

Classes are organized as interactive lectures. Based on the reading assignments, students may discuss specific problems in groups.

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

Active Learning Methods [Description](#)

Discussions, Debates
Group work
Role-playing
Problem-based learning

Preparatory Study

It is estimated that around 2 hours of preparation is required for each single session (reading assignments and review of earlier class PPT).

Note that some readings in the syllabus are mandatory and others - recommended (optional).

Reading assignments are subject to change. The latest information will be available on the Canvas-LMS course page.

Course Plan

Lesson 1

Course contents and requirements.

Historical background: China and Japan in the 19th century.

Required:

* Ch. 2, "China, Japan and the Coming of the West" in June Teufel Dreyer, *Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations, Past and Present*, Oxford University Press, 2016.

Recommended readings (not mandatory):

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

China's domestic political situation until 1949. Sino-Japanese relations in the 20th century. Normalization of relations in 1972.

Reading:

1. Bush, Richard. "China-Japan Relations: A Brief Review," Ch. 3 in *The Perils of Proximity: China-Japan Security Relations*, Brookings Institution Press, 2013, pp.12-23.

Recommended reading:

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

Lesson 3

China post WW2. Foreign policy decision-making in China and China's Japan policy

Readings:

1. Suisheng Zhao (2021) *From Affirmative to Assertive Patriots: Nationalism in Xi Jinping's China*, *The Washington Quarterly*, 44:4, 141-161, DOI: 10.1080/0163660X.2021.2018795

Lesson 4

Japan post WW2. 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

International factors in the bilateral relations.

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 interdependence and its limits (Japanese development model, Yoshida doctrine, economic interdependence, economic security). Japanese ODA to China.

Readings:

1. June Teufel Dreyer, "China and Japan: 'Hot Economics, Cold Politics'," *Orbis*, Volume 58, Issue 3, 2014, 326-341. <https://doi.org/10.1016/j.orbis.2014.05.002>.
(<https://www.sciencedirect.com/science/article/pii/S003043871400026X>)

Lesson 7

Termination of Japanese ODA to China. Changing perceptions in each country.

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 8

History memory in bilateral relations. Yasukuni Shrine: historical significance and its role in bilateral relations. Japan's war apology.

Readings (mandatory):

1. Thomas U. Berger. "Precarious balances: History and memory in Japan's foreign relations." In Mary McCarthy (ed), *Routledge Handbook of Japanese Foreign Policy*.
2. "Japan's Imperial Veterans." In Smith, 2016. Ch. 3, pp. 57-100.

Optional:

1. 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

Lesson 9

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 10

Debate simulation (territorial disputes).

Students will pick one of the positions below to write a position paper (position paper due one week before the role-play debate simulation in the class):

- (1) China's position on Diaoyu islands;
- (2) Japan's position on Senkaku islands in response to China's territorial claims;
- (3) international public law perspective (the students will have to understand the dispute and then do research to evaluate and offer judgement in the dispute from the international public law perspective. The students are encouraged to review the principle of terra nullius, familiarise themselves with precedents and how disputes were settled in earlier cases, and also look into the UN Convention of the Law of the Seas to write their position paper).

Papers will be submitted as individual work and then positions will be represented in the class negotiation simulation as group work.

Lesson 11

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

Reading:

1. Adam P. Liff (2022). "Japan, Taiwan, and the 'One China' Framework after 50 Years." *The China Quarterly*, 252: 1066-1093. doi:10.1017/S0305741022001357.

Lesson 12

Japan's relations with Taiwan.

Readings (chose one):

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.

Lesson 13

The rise of China as a global actor: Belt and Road Initiative, China's participation in global governance and global agenda.

Readings:

1. Insisa, 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

Japan's security strategy since 2012. Free and Open Indo-Pacific and Japan's international cooperation.

Readings:

1. 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.
2. Ch. 2 and Ch.3 in Michael Green, *The Line of Advantage*, 2022.

Other

Make-up class (if needed)

Method of Evaluation

1. Class attendance (3% x 7 weeks) - 21%
2. Written assignment on territorial dispute - 29%
3. In-class quiz 2x25%

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 moderated students' discussion is highly encouraged. Thus, students are expected to come having completed the reading assignments.

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2025 Fall(1st Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	447
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87642
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

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

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Active Learning Methods [Description](#)

Discussions, Debates
Group work
Role-playing
Problem-based learning

Preparatory Study

It is estimated that around 2 hours of preparation is required for each single session (reading assignments and review of earlier class PPT).

Note that some readings in the syllabus are mandatory and others - recommended (optional).

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Lesson 1

Course contents and requirements.

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Lesson 3

China post WW2. Foreign policy decision-making in China and China's Japan policy

Readings:

1. Suisheng Zhao (2021) *From Affirmative to Assertive Patriots: Nationalism in Xi Jinping's China*, *The Washington Quarterly*, 44:4, 141-161, DOI: 10.1080/0163660X.2021.2018795

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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

International factors in the bilateral relations.

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Lesson 7

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Lesson 9

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Readings:

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Lesson 10

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Papers will be submitted as individual work and then positions will be represented in the class negotiation simulation as group work.

Lesson 11

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

Reading:

1. Adam P. Liff (2022). "Japan, Taiwan, and the 'One China' Framework after 50 Years." *The China Quarterly*, 252: 1066-1093. doi:10.1017/S0305741022001357.

Lesson 12

Japan's relations with Taiwan.

Readings (chose one):

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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.

Lesson 13

The rise of China as a global actor: Belt and Road Initiative, China's participation in global governance and global agenda.

Readings:

1. Insisa, 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

Japan's security strategy since 2012. Free and Open Indo-Pacific and Japan's international cooperation.

Readings:

1. 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.
2. Ch. 2 and Ch.3 in Michael Green, *The Line of Advantage*, 2022.

Other

Make-up class (if needed)

Method of Evaluation

1. In-class quiz 3 times x 25%
2. In-class quiz on territorial dispute - 20%
3. Attendance of the negotiation simulation - 5%

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 moderated student' discussion is highly encouraged. Thus, students are expected to come having completed the reading assignments.

* In this course, the use of generative AI is permitted in limited context. Specifically, students may use AI in the following situations:

- As a tool for brainstorming the ideas for questions/discussion in the class
- For drafting the structure of assignments (note that the assignments are all in-class assignments) or ideas for negotiation simulation structure
- As a supplementary tool for research (however, students must verify the accuracy of the information themselves)

Please note the following:

- If you use AI, clearly indicate this in your submission (e.g., "Structure drafted using Gemini").
- Copying AI-generated text without attribution or using unverified sources may be considered academic misconduct.
- Independent thinking and critical evaluation of the AI generated content is required for assignments and reports. Therefore, the use of AI is prohibited in their actual writing.

Keio University Syllabus and Timetable

INTRODUCTION TO CYBERSECURITY

Lecturer(s)	BANA, GERGELY I.
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Fri.4
Campus	Mita
Classroom	445
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19715
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00313-212-60

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

In this course we introduce the basic concepts of Cybersecurity. We talk about the challenges the interconnectedness of the cyberspace poses to computer networks, the concept or risk, typical patterns of vulnerabilities, attacks and mitigation strategies. We introduce, in a non-technical fashion, the basic concepts of cryptography, and the typical cryptographic building blocks: encryption, digital signatures, authentication codes, public key and secret key infrastructures. We talk about how these building blocks are used to build secure networks. We also touch upon the legal frameworks handling cyber attacks. Finally we talk about cybersecurity in the context of Japan and East Asia.

Active Learning Methods [Description](#)

Discussions, Debates
Problem-based learning

Preparatory Study

Weekly review of previous lectures - 1-2 hours
1 take-home midterm assignment
1 take-home final assignment

Course Plan**Lesson 1**

Introduction: Security in an Interconnected World.

Lesson 2

Modern notions of security:Confidentiality, Authentication, Privacy.

Lesson 3

Securing accounts: user side, server side. Role of hash functions and their security properties.

Lesson 4

Securing data: encryptions, classical approaches to secure communication and their vulnerabilities.

Lesson 5

Perfect secrecy, One-time pad.

Lesson 6

Symmetric encryptions: Stream ciphers, block ciphers.

Lesson 7

Hardness assumptions: Discrete logarithm problem, integer factorization problem.

Lesson 8

Public-key encryption, public-key infrastructures, digital signatures.

Lesson 9

Privacy. How browsers work, and what we can do for private browsing.

Lesson 10

Virtual private networks (VPN), TOR network for secure, private communication.

Lesson 11

Malware and what we can do against it. Firewalls.

Lesson 12

Instant Messaging, Social Media and Security.

Lesson 13

Evolving cybersecurity: Blockchains, Quantum computing.

Lesson 14

Special cybersecurity challenges in Japan and East Asia.

Other

Review and Conclusions

Method of Evaluation

1 take-home midterm exam - 50%

1 take-home final exam - 50%

More than 4 absences during the semester will be considered as an abandonment of the course. Please notify the instructor in case of illness.

Textbooks

There are no prescribed textbooks.

Handouts are available for download from K-LMS.

Reference Books

Ajay Singh: Introduction to Cybersecurity
Robin Sharp: Introduction to Cybersecurity
My lecture notes

Lecturer's Comments to Students

The use of generative AI, or the internet and other materials in general is permitted in limited contexts. Specifically, students may use any source, including AI as supplemental tools for researching assignment problems, however, students must verify the accuracy of the information themselves. Furthermore, when preparing the submission, the AI or other texts must not be copied. The student should verify the information given by the resource, absorb it, close it, and write the answer themselves. Furthermore, the sources of any information that is included in the assignment but was not given by the instructor should be clearly indicated.

Question/Comments

I will be available for students after class for questions and consultation.
Please contact me through the K-LMS messaging tool.
I will also answer any questions and offer consultation via e-mail.

Fri Mar 07 2025 09:40:55 GMT+0900 (日本標準時)

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE ART HISTORY

Subtitle	Introduction to Japanese Art History
Lecturer(s)	SHIRAHARA, YUKIKO
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Thu.3,4
Campus	Mita
Classroom	523-A
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	01780
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course (seven days by two lectures) deals with masterpieces of Japanese visual art (architecture, sculpture, painting and decorative art) from the ancient times to the contemporary. Meaning, expression, material and technique of artwork selected from various categories will be explained, aiming for guiding the students to obtain basic knowledge and skill to appreciate/write essay on Japanese art.

Several times of group discussions and one short-time oral presentation (by each student) will be set thought the course.

Report should be submitted (to K-LMS) as the last work of the course.

Details of this course are to be explained in the first lecture.

Active Learning Methods [Description](#)

Presentations

Discussions, Debates

Group work

Problem-based learning

Preparatory Study

PowerPoint shown in the lectures will be uploaded to CANVAS (in PDF format) after each class for your review and further study, for preparing own oral presentation and writing the report.

Course Plan

Lesson 1

Introduction of the course/Formats and materials of traditional painting

Lesson 2

Material and technique of Japanese sculpture

Lesson 3

Japanese Buddhist art: iconography and expression

Lesson 4

Representation of the combination of Shinto and Buddhism

Lesson 5

Aesthetics in the aristocratic society

Lesson 6

Yamato-e: Picture Handscroll of the Tale of Genji

Lesson 7

Yamato-e and Kara-e style painting

Lesson 8

What is Rinpa?

Lesson 9

Stories of Japanese ceramics and lacquer ware

Lesson 10

Art of tea culture

Lesson 11

Ukiyo-e painting and print

Lesson 12

Japonisme: art at the dawning of the modern age

Lesson 13

Student presentations and discussion

Lesson 14

Student presentations and discussion/Characteristics of Japanese art

Other

Submission of the final report

Method of Evaluation

Attendance 40%: attend more than 2/3 of lecture time with submission of answer or comment, responding to Lecturer's request at each class.

Oral presentation with PowerPoint: 20%

Final report: 40%

Textbooks

Nothing.

Reference Books

Announced in lectures. Materials (publications) are occasionally passed round in the class.

Lecturer's Comments to Students

- As details of the course are to be explained in the first lecture time, attendance at the first lecture would be strongly recommended.
- Students are requested to bring own PAPER (not electric devices) and some WRITING TOOL at the lecture time. Also, requested to write answer or comment on a sheet of paper (depending on lecturer's request) distributed in each class, submit it at the end the lecture.
- INTERNET is NOT allowed to use during the lecture time.
- Only in the case of ABSENCE owing to some UNAVOIDABLE OBSTACLES, such student should contact the lecturer as soon as possible, either in the classroom or by e-mail (no later than the following lecture). Only if Lecturer accepts the reason, the student will be able to submit Make-up short report.

Question/Comments

Before or after lecture in the classroom.

Emergency contact: e-mail (sirahara@ga3.so-net.ne.jp).

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE ART HISTORY

Subtitle	Introduction to Japanese Art History
Lecturer(s)	SHIRAHARA, YUKIKO
Credit(s)	2
Academic Year/Semester	2025 Fall(1st Half)
Day/Period	Thu.3,4
Campus	Mita
Classroom	443
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19901
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

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

This course (seven days by two lectures) deals with masterpieces of Japanese visual art (architecture, sculpture, painting and decorative art) from the ancient times to the contemporary. Meaning, expression, material and technique of artwork selected from various categories will be explained, aiming for guiding the students to obtain basic knowledge and skill to appreciate/write essay on Japanese art.

Several times of group discussions and one short-time oral presentation (by each student) will be set thought the course.

Short report should be submitted (to K-LMS) as the final work of the course.

As details of this course are to be explained in the first lecture, please don't miss it (October 2) !

Active Learning Methods [Description](#)

Presentations

Discussions, Debates

Group work

Problem-based learning

Preparatory Study

PowerPoint shown in the lectures will be uploaded to CANVAS (in PDF format) after each class for your personal review and further study, for preparing own oral presentation and writing the short report.

Course Plan**Lesson 1**

Introduction of the course/Formats and materials of traditional painting

Lesson 2

Lesson 3

Japanese Buddhist art: iconography and expression

Lesson 4

Representation of the combination of Shinto and Buddhism

Lesson 5

Aesthetics in the aristocratic society
Yamato-e: Picture Handscroll of the Tale of Genji

Lesson 6

Art of Zen
Ink painting

Lesson 7

What is Rinpa?

Lesson 8

Stories of Japanese ceramics and lacquer ware

Lesson 9

Art of tea culture

Lesson 10

Ukiyo-e painting and print

Lesson 11

Japonisme: art at the dawning of the modern age

Lesson 12

Modern architecture and installation

Lesson 13

Student presentations and discussion

Lesson 14

Student presentations and discussion/Characteristics of Japanese art

Other

Short report

Method of Evaluation

Attendance 40%: attend more than 2/3 of lecture time with submission of answer or comment, responding to Lecturer's request (survey or quiz) in each class.

Oral presentation with PowerPoint: 20%

Short report: 40%

Textbooks

Nothing.

Reference Books

Announced in lectures. Materials (publications) are occasionally passed round in the class.

Lecturer's Comments to Students

- As details of the course are to be explained in the first lecture time, attendance at the first lecture would be strongly recommended.
- Students are requested to bring own PAPER (not electric devices) and some WRITING TOOL at each lecture time. Also, requested to write answer or comment on a sheet of paper (depending on lecturer's request) distributed at the beginning of the 1st lecture, submit it at the end of the 2nd lecture.
- INTERNET is NOT allowed to use during the lecture time.
- Don't take a picture (ex. screen shot) during the lecture, please.
- Only in the case of ABSENCE owing to some UNAVOIDABLE OBSTACLES, such student should contact the lecturer as soon as possible, either in the classroom or by e-mail (no later than the following lecture). Only if Lecturer accepts the reason, the student will be able to submit Make-up short report.

Question/Comments

Before or after lecture in the classroom

Contact: e-mail (sirahara@ga3.so-net.ne.jp)

Fri Mar 07 2025 09:39:17 GMT+0900 (日本標準時)

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE CINEMA 1

Subtitle	A History of Film in Japan
Lecturer(s)	MES, THOMAS P.
Credit(s)	2
Academic Year/Semester	2025 Spring
Day/Period	Fri.4
Campus	Mita
Classroom	411
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	08913
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Not applicable

Preparatory Study

The students are recommended to read the assigned texts AFTER each week's course.

Course Plan

Lesson 1

Japan and its cinema, through Western eyes

Incl. introduction, course structure and scheduling

Required reading: Yoshimoto

Lesson 2

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

Lesson 3

***Rashomon* in the thicket of geopolitics**

Lesson 4

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 5

Sound, modernism, and the first Golden Age

Required reading: Wada-Marciano (1)

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

Lesson 6

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 7

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 8

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 9

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 10

“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 11

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 12**Another new wave? The West's "rediscovery" of Japanese cinema (1989-2004)**

Required reading: Mes

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

Lesson 13**Japanese cinema in the digital age**

Required reading: Wada-Marciano (2)

Recommended viewing: *The Stranger from Afar* (*Marebito*, director: Shimizu Takashi, 2004)

Lesson 14**The long road: female filmmakers in Japan**

Required reading: Saito

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

Other

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

Method of Evaluation

The course will contain three assignments: **one mid-term paper** based on the film viewed in class (*Rashomon*), **creating a research question** for your final term paper and **the 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-term paper: 35%

Research question: 15%

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, "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. 216-226

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

This is a lecture course.

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	2025 Fall
Day/Period	Fri.4
Campus	Mita
Classroom	411
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	08932
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Discussions, Debates
Group work
Problem-based learning

Preparatory Study

The students are recommended to read the assigned texts AFTER each week's class.

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

Applying the four approaches to anime: class exercises

Lesson 7

Hand-drawn animation: Gainax vs. Studio Ghibli

Required reading: Lamarre, p.64-76

Lesson 8

The joy of movement: in-class film viewing

Lesson 9

The media mix

Required reading: Steinberg, p.vii-xvii

Lesson 10

Fan cultures and the otaku

Required readings: Azuma, Saito

Lesson 11

Fan cultures: *Otaku no Video* film screening

Followed by class discussion

Lesson 12

Anime and the Anthropocene: Lived experiences of anime

Required reading: Norris, Yoneyama

Lesson 13

How Japanese is "anime"?

Required reading: Clements, p.177-190

Required listening: The Carl Macek podcast

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 take notes in preparation of this week's class discussion.

Lesson 14

Concluding class discussion

Other

Homework and assignment preparation replace session 15.

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

Method of Evaluation

This course will contain a total of three graded exercises: the writing of a short paper that will accompany the first in-class film viewing, formulating a research question for the final term paper, plus the final term paper itself.

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 paper. 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.

POLICY ON USE OF GENERATIVE AI:

In this course, the use of generative AI is permitted in limited contexts. Specifically, students may use AI in the following situations:

- As a tool for brainstorming or during the planning stage
- For drafting the structure of assignments
- As a supplementary tool for research (however, students must verify the accuracy of the information themselves)

Please note the following:

If you use AI, clearly indicate this in your submission (e.g., "Structure drafted using Gemini").

Copying AI-generated text without attribution or using unverified sources may be considered academic

misconduct.

Independent thinking is required for assignments and reports; therefore, the use of AI is prohibited in their actual writing.

Question/Comments

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

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE LAW

Subtitle	History and current features of the Japanese legal system
Lecturer(s)	ORTOLANI, ANDREA
Credit(s)	2
Academic Year/Semester	2025 Fall(2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	445
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45158
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05

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

This course presents the history and the main current features 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 contemporary Japanese constitutional law, private law, criminal law and procedure.

Depending on the circumstances, one lesson may consist in a field trip to an institution analyzed in class (a prison, the Parliament, etc.).

Some lessons may involve active student participation (presentations, teamwork, flipped classroom, etc.).

Active Learning Methods [Description](#)

Presentations

Group work

Flipped classroom

Preparatory Study

Students must have a basic knowledge of Japanese history and society, as the lessons will often refer to the historical and social context in which the law developed.

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

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 and the Civil Code of Japan

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%), possibly other methods. 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 to 4 assignments.

Generative AI may be used in take-home assignments or reports that are subject to grading, if any.

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

INTRODUCTION TO JAPAN'S HISTORY AND CULTURE

Subtitle	From the Meiji Restoration to the end of World War II (1868-1945)
Lecturer(s)	NOBORI, AMIKO
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	415
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19749
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

1. Course Description

This course explores the major developments in Japanese history and culture from the Meiji period to the end of World War II. The course focuses on key issues and transformations in Japanese society, politics, foreign relations, and culture. Central questions to be addressed include: What were the major transformations in modern Japanese history? What factors explain these changes? How have Japanese society and culture evolved? How has Japan interacted with the world? By the end of the course, students are expected to gain a broad understanding of the key events and dynamics that shaped modern Japan's historical development.

2. Assignments

2.1 Weekly Comments

Reading materials for this course are available on the K-LMS platform. Each week's readings can be found in the corresponding class folder (e.g., materials for Week 2 are in the "Week 2" folder). Students are required to read the assigned materials for each class and submit a short comment (maximum 150 words) on the reading. The comment must be uploaded to the "Weekly Comments" section of that week's folder by 11:00 AM on the day before class. Comments should not summarize the reading but should present the student's original opinion or ideas. For example, comments might critically assess the author's argument, react to specific parts of the material, or compare it to cases from other countries. Detailed instructions on writing comments will be provided in the first class.

2.2 Debate

Students will be divided into groups to participate in a debate scheduled for Week 14. During Week 9, each group will have time to select a debate topic related to Japanese history and culture (1868–1945). More details will be shared in class.

3. Term Paper

There will be no final exam for this course. Instead, students are required to submit a term paper (1,500 words) on a topic related to Japanese history and culture within the period covered by the course. The paper must be submitted via the Canvas LMS platform. Detailed submission instructions and deadlines will be provided during the semester.

Active Learning Methods [Description](#)

Discussions, Debates
Group work

Preparatory Study

Reading the assigned material and write a short comment.

Course Plan

Lesson 1

Orientation

Lesson 2

Japan before the 19th century

Lesson 3

Japan's opening to the world

Lesson 4

Restoration of the imperial power and the making of a modern Japan

Lesson 5

Restoration of the imperial power and the making of a modern Japan II

Lesson 6

Civilization and enlightenment

Lesson 7

Field Trip: A visit to the Fukuzawa Yukichi Memorial Keio History Museum located on the Mita Campus

Lesson 8

The building of Japan's colonial empire

Lesson 9

Mass culture and social movements during the "Taisho democracy" period

Lesson 10

Women in modern Japan

Lesson 11

The rise of militarism

Lesson 12

World War II

Lesson 13

Defeat

Lesson 14

Debate

Other

Preparation for term paper

Method of Evaluation

- Participation in class (weekly comments and participation in class discussions): 50%
- Term paper: 50%

Textbooks

Reading materials will be uploaded by the instructor in the K-LMS.

Reference Books

Reading materials will be uploaded by the instructor in the K-LMS.

Lecturer's Comments to Students

This course is designed for students interested in the history and culture of Japan. No prior knowledge of Japanese history or culture is required. The course will be conducted in English, and students with limited English proficiency are also welcome. Active participation in class discussions is expected. Students with more than two unexcused absences will see their grades affected. The maximum enrollment for this course is 40 students. If registrations exceed this limit, participants will be selected through an automatic lottery system.

Question/Comments

You can contact the course instructor via email at: amiko@keio.jp

Keio University Syllabus and Timetable

INTRODUCTION TO PROBABILITY AND STATISTICS FOR LIBERAL ARTS

Lecturer(s)	BANA, GERGELY I.
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Fri.2
Campus	Mita
Classroom	445
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19696
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00413-212-12

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

The aim of this course is to teach liberal arts students to understand the basic notions of probability theory and statistics, and to be able to comprehend the meaning of an elementary statistical analysis. While some mathematics is unavoidable to handle probabilities and statistics, our target is not to be able to carry out computations, rather to be able to comprehend simple analyses concerning randomness, subjective and objective probabilities, parameter estimation, confidence. After a short introduction of elementary probability theory, the most important discrete and continuous distributions, the law of large numbers and the central limit theorem, we discuss the basics of statistics, parameter estimation, confidence, and Bayesian statistics.

Active Learning Methods [Description](#)

Discussions, Debates
Problem-based learning

Preparatory Study

Weekly review of previous lectures - 1-2 hours
2 homework assignments
1 final take-home assignment

Course Plan**Lesson 1**

Randomness, frequencies, subjective and objective probability

Lesson 2

Some combinatorics and counting combinations, permutations

Lesson 3

Discrete random variables, expected value, variance

Lesson 4

Conditional probability, Bayes' theorem, base rate fallacy

Lesson 5

Joint distributions, covariance, correlation, independence

Lesson 6

Bernoulli, binomial, geometric and Poisson distributions

Lesson 7

Briefly about continuous random variables, uniform, normal and exponential distributions

Lesson 8

Law of large numbers and the Central Limit Theorem

Lesson 9

What Statistics is and how it is different from Probability

Lesson 10

Frequentist parameter estimation, confidence intervals

Lesson 11

Hypothesis testing

Lesson 12

Bayesian inference with known priors

Lesson 13

Bayesian inference with unknown priors

Lesson 14

Discussing actual statistical analyses on topics concerning Japan

Other

Review and Conclusion

Method of Evaluation

2 take-home midterm assignment - 60%

1 take-home final assignment - 40%

More than 4 absences during the semester will be considered as an abandonment of the course. Please notify the instructor in case of illness.

Textbooks

There are no prescribed textbooks.
Handouts are available for download from K-LMS.

Reference Books

Jay Devore: Probability and Statistics for Engineering and the Sciences (9th ed)
John Canning: Statistics for the Humanities
David Freedman, Robert Pisani, & Roger Purves: Statistics

Lecturer's Comments to Students

The use of generative AI, or the internet and other materials in general is permitted in limited contexts. Specifically, students may use any source, including AI as supplemental tools for researching assignment problems, however, students must verify the accuracy of the information themselves. Furthermore, when preparing the submission, the AI or other texts must not be copied. The student should verify the information given by the resource, absorb it, close it, and write the answer themselves. Furthermore, the sources of any information that is included in the assignment but was not given by the instructor should be clearly indicated.

Question/Comments

I will be available for students after class for questions and consultation.
Please contact me through the K-LMS messaging tool.
I will also answer any questions and offer consultation via e-mail.

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	2025 Spring
Day/Period	Mon.2
Campus	Mita
Classroom	462
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84017
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work

Preparatory Study

For each lesson, you will have read the required text(s) thoroughly, and you will have developed a well informed understanding of the author's main argument.

Course Plan

Lesson 1

What is it all about? And where is paradise? - Introduction

Lesson 2

The Good People - pre-Edo and early Edo Japan in European documents

Lesson 3

The Odd People - pre-Edo and early Edo Japan in European documents

Lesson 4

Strange Encounters - late Edo and early Meiji Japan through to European and North American eyes

Lesson 5

Later Meiji Japan through to European and North American eyes

Lesson 6

Japan in the early 20th century

Lesson 7

Group work session for student presentations

Lesson 8

(student led session) Japonism

Lesson 9

(student led session) The Honorary Aryans - Japan and Germany before, during and after WWII

Lesson 10

(student led session) From Monsters to MacArthur's Children - Japan and the US before, during and after WWII

Lesson 11

(student led session) "The World Looks Upon Us" - The era of the 1964 Olympics

Lesson 12

(student led session) Economic Battlefields - Japan praise and Japan bashing

Lesson 13

(student led session) Films about Japan / Japan in popular culture

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 keio.jp 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.

Reference Books

All necessary materials will be supplied on through Keio's online services.

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

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	2025 Spring (2nd Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	22245
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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. Field trips will be offered on the key issues above so as to deepen appreciation and understanding. As such, THIS COURSE IS LIMITED TO 35 STUDENTS. PLEASE SEE DETAILS BELOW.

Active Learning Methods [Description](#)

Fieldwork
Discussions, Debates
Group work
Flipped classroom

Preparatory Study

some readings and reflection on field trips

Course Plan

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: Gender Equality and Social Inclusion in Japanese Buddhism

Lesson 14

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

Other

Concluding session

Method of Evaluation

1. Exam N/A
2. Attendance, Participation (30%)
3. Preparatory study for Oral Interview (40%)
4. Oral Interview (30%)

Textbooks

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

Reference Books

Watts, Jonathan S. Engaged Buddhism in Japan Vols 1 & 2. (Ottawa: Sumeru Press, 2023)

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 35. 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 was published in two volumes 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

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	2025 Fall
Day/Period	Wed.4
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	54311
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-08

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

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. Field trips will be offered on the key issues above so as to deepen appreciation and understanding. As such, THIS COURSE IS LIMITED TO 35 STUDENTS. PLEASE SEE DETAILS BELOW.

Active Learning Methods [Description](#)

Fieldwork
Discussions, Debates
Group work
Flipped classroom

Preparatory Study

some readings and reflection on field trips

Lesson 1

Unit 1: A Brief History of Japanese Buddhism & The Civilizational Culture of Buddhism meets Japan's Particular Cultural Identity

Lesson 2

Unit 1: Buddhist Social Analysis & The Present Crisis in Japanese Society, The Disconnected Society

Lesson 3

Unit 1: The Present Crisis in Japanese Buddhism: Funeral Buddhism & Gender

Lesson 4

Unit 2: Gender Equality and Social Inclusion in Japanese Buddhism

Lesson 5

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

Lesson 6

Unit 2: The Suicide Prevention Priests of Japan Part I

Lesson 7

Unit 2: The Suicide Prevention Priests of Japan Part II

Lesson 8

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

Lesson 9

Unit 3: Nuclear Energy & the Eco-Temple

Lesson 10

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

Lesson 11

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

Lesson 12

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

Lesson 13

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

Lesson 14

Concluding session

Other

Method of Evaluation

1. Exam N/A
2. Attendance, Participation (30%)
3. Preparatory study for Oral Interview (40%)
4. Oral Interview (30%)

Textbooks

None; all readings, homework assignments, and other class details will be available on the class homepage:

<https://ogigaya.wordpress.com/>

Reference Books

Watts, Jonathan S. Engaged Buddhism in Japan Vols 1 & 2. (Ottawa: Sumeru Press, 2023)

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 35. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery. 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!

Policy on Using Generative AI:

In this course, emphasis is placed on students' own thinking and expressive abilities. Therefore, the use of generative AI is, in principle, prohibited. I enjoy hearing students' own voices. Many non-native English speakers have creative and insightful ways of expressing themselves. If you use AI even to correct English grammar issues, you may lose your distinctive voice. A student who hands in assignments that have lost their voice and use a sterilized AI voice will be graded down and in certain cases asked to meet with me separately to clarify their ideas.

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 was published in two volumes 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

JAPANESE COMPETITION POLICY

Subtitle	Introduction to Competition Law and Policy in Japan
Lecturer(s)	YAMADA, HIROSHI
Credit(s)	2
Academic Year/Semester	2025 Spring
Day/Period	Mon.5
Campus	Mita
Classroom	436
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19897
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Role-playing

Preparatory Study

Students are expected to read the materials that will be uploaded on CANVAS and prepare for the class with them. They are also recommended to review the class with the materials after the class.

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

Regulation on Business Combination (1) [Statutory Interpretation/ Procedure]

Lesson 12

Regulation on Business Combination (2) [Analytical Framework]

Lesson 13

Regulation on Business Combination (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 determined)

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 considered in evaluation.

Textbooks

No textbook will be used. Materials for each class will be uploaded on CANVAS in advance.

Reference Books

Not in particular.

Lecturer's Comments to Students

Students will be requested to submit an attendance report each time to confirm their attendance. Other than attendance reports, they may be given assignments to check their comprehension of the lessons. Students are expected to actively take part in discussion, debate and role-playing in the case studies.

Question/Comments

Lecturer welcomes questions, feedback and comments from students through attendance reports and e-mails. Lecturer 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

JAPANESE COMPETITION POLICY

Subtitle	Practice of Competition Law Application
Lecturer(s)	YAMADA, HIROSHI
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Mon.5
Campus	Mita
Classroom	412
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45052
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This class aims at improving comprehension of Antimonopoly Act by practices of application to specific cases, and thereby, acquiring basis of economic laws necessary for entering business and academia.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work
Role-playing

Preparatory Study

Students are expected to read the materials that will be uploaded on CANVAS and prepare for the class. They are also requested to make attendance report by reviewing the class each time.

Course Plan

Lesson 1

Explanation of the Class [Introduction]
Unreasonable Restraint of Trade (1) [Review of Regulation]

Lesson 2

Unreasonable Restraint of Trade (2) [Group Discussion and Presentation on Case#1]

Lesson 3

Lesson 4

Unreasonable Restraint of Trade (4) [Case Review]
Private Monopolization (1) [Review of Regulation]

Lesson 5

Private Monopolization (2) [Group Discussion and Presentation on Case#3]

Lesson 6

Private Monopolization (3) [Group Discussion and Presentation on #4]

Lesson 7

Private Monopolization (4) [Case Review]
Unfair Trade Practices (1) [Review of Regulation]

Lesson 8

Unfair Trade Practices (2) [Group Discussion and Presentation on Case#5]

Lesson 9

Unfair Trade Practices (3) [Group Discussion and Presentation on Case#6]

Lesson 10

Unfair Trade Practices (4) [Group Discussion and Presentation on Case#7]

Lesson 11

Unfair Trade Practices (5) [Case Review]
Regulation on Business Combination (1) [Review of Regulation]

Lesson 12

Regulation on Business Combination (2) [Group Discussion and Presentation on Case#8]

Lesson 13

Regulation on Business Combination (3) [Group Discussion and Presentation on Case#9]

Lesson 14

Regulation on Business Combination (4) [Case Review]
Review of the Course

Other

Lecture on Recent Policy Issues by a Guest Speaker (To Be Determined)

Method of Evaluation

There will be no exams. Students will be evaluated based on their engagement (60%) and contribution to the class (40%).

Engagement will be evaluated based on class attendance. Submitting assignments also counts as engagement.

Contribution will be evaluated based on performance during class discussions and dialogue.

Active communication, such as questions and feedback about the class, may also be evaluated.

Textbooks

No textbook will be used. Materials for each class will be uploaded on CANVAS in advance.

Reference Books

Books for reference may be informed in the course, if any.

Lecturer's Comments to Students

This class is arranged for those who have basic knowledge of Japanese competition law (Antimonopoly Act). Therefore, it is desirable that the students who would like to take this course will also take 'Japanese Competition Law and Policy' (J2025-48438) in the spring semester, or already completed the course (J2024-48438 or J2024-41254) in 2024. The students of the Law School who completed 'Japanese Competition Law' in 2004 (J2024-42282) are also admissible.

This class partially permits the use of generative AI. Specifically, the students may use it in the following situations:

- As a tool for brainstorming or generating ideas on the planning stage
- Drafting the assignment structure
- Assisting with research (however, students must verify the accuracy of the information themselves).

However, please keep the following in mind:

- If you use AI, clearly indicate this in your submission (e.g., "The structure was drafted with Gemini", "This report was produced with assistance of Lucy", etc.).
- Copying AI-generated text without attribution or using unverified sources may be considered academic misconduct.
- Independent thinking is required when creating reports and finalizing assignments; the use of AI is prohibited in their actual writing.

Question/Comments

Lecturer welcomes questions, feedback and comments from students through attendance reports and e-mails. Lecturer 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

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	2025 Fall
Day/Period	Thu.2
Campus	Mita
Classroom	456
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	07199
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Discussions, Debates

Group work

Preparatory Study

Reading the assigned materials and writing a short comment.

Course Plan

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

Field Trip: A visit to the Showakan Museum or another relevant site may be planned. Details, including the date and location, are subject to change and will be confirmed later in the semester.

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 40. If more than 40 students register for this course, a selection will be made through an automatic drawing system.

In this course, generative AI may be used only in limited ways:

For brainstorming and planning

For drafting assignment structures

As a research aid (you must verify accuracy)

Important notes:

Always state if AI was used (e.g., "Structure drafted using Gemini").

Copying AI text without attribution or using unchecked sources may count as misconduct.

Actual writing of assignments and reports must be done independently; AI use is not allowed.

Question/Comments

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

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	2025 Fall
Day/Period	Tue.5
Campus	Mita
Classroom	532
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45033
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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. Historically, 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. More recently, the government has implemented a series of policies to combat shortage of workers. 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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates

Preparatory Study

Students are expected to read the assigned materials beforehand and to work on a Study Question sheet. In the latter half of the semester, students are required to make a steady progress in their research project as instructed, starting with choosing a topic, turning in a research proposal, producing an outline, writing up, and then giving a short presentation in class.

An estimated time for class preparation varies from approximately 45 minutes (on a week focusing on reading) to two hours (when turning in a Study Question sheet). Students should also set aside another hour per week for working on their research project.

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 interns and Specified Skilled Workers

Lesson 6

Global competition for highly-skilled workers

Lesson 7

Refugee policies

Lesson 8

Development of social integration policy

Lesson 9

Approaches to social integration / the second generation

Lesson 10

Demographic trend and the politics of immigration

Lesson 11

Immigration and nationalism

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 (20%); weekly study questions (30%); in-class short essay writing (15%); a term paper of 1,200-1,800 words (25%); and an oral presentation on the term paper (10%).

Textbooks

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

Lecturer's Comments to Students

- About the course: As an International Center course, 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.
- Class format: This course will be offered in person.
- 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.
- Method of feedback on assignments: We use K-LMS (Canvas) for class management. Feedback on assignments will also be provided through the system.
- AI policy: You should complete course homework and assignments by yourself. The use of AI is prohibited. If AI use is detected, the work may be excluded from evaluation or treated as academic misconduct and subject to disciplinary measures.

Question/Comments

In the classroom or via K-LMS inbox messages.

Keio University Syllabus and Timetable

JAPANESE POLITICS

Subtitle	Advanced
Lecturer(s)	MOGAKI, MASAHIRO
Credit(s)	2
Academic Year/Semester	2025 Spring
Day/Period	Mon.5
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	44792
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work

Preparatory Study

Students are expected to read a couple of suggested literature and requested to make presentations or engage in debate after Week 3.

Course Plan

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) .

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/Lipsky (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 3 January 2024].

[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 3 January 2024].

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) (2023) 'Japanese Public Finance Fact Sheet' (April 2023) [online]. Tokyo: MOF. Available from: <https://www.mof.go.jp/english/policy/budget/budget/fy2023/02.pdf> [Accessed 8 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 PRODUCTION MANAGEMENT SYSTEMS

Lecturer(s)	KHOJASTEH, YACOB
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Thu.2,3
Campus	Mita
Classroom	437
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	78091
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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 at Toyota.

Active Learning Methods [Description](#)

Not applicable

Preparatory Study

Homework problems will be assigned after finishing each topic. The purpose of the assignments is to practice the concepts that are covered in lectures. Students are expected to work on those assignments as a study tool for the exam.

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

Aggregate planning and scheduling II

Lesson 9

Material requirements planning (MRP)

Lesson 10

Enterprise resource planning (ERP)

Lesson 11

Planning and scheduling in production systems

Lesson 12

Short-term scheduling in production systems

Lesson 13

Course wrap-up and review

Lesson 14

Exam

Other

Office hours

Method of Evaluation

Attendance: (15%)

Exam: (85%)

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

JAPANESE SCI-FI

Subtitle	From Origins to Current Trends Across Cultures & Media
Lecturer(s)	MUELLER, NICOLE M.
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Mon.1/Wed.1
Campus	Mita
Classroom	435
Registration Number	45234
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00113-2-85

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

In this class, we will explore the world of Japanese Science Fiction mainly from a literary point of view, but also include popcultural media such as anime and manga which oftentimes employ the same narratives and imaginaries and also have significantly contributed to Japanese Sci-Fi's world renown. Tracing back the origins of Japanese Sci-Fi to ancient myths and early 20th century pioneers, we will then delve into the rich Sci-Fi scene that developed after the Postwar era, featuring Japan's 'three greatest SciFi writers' and their longlasting impact. At the same time, we will focus on groundbreaking Sci-Fi works from Japanese popculture, contrast popular formats such as light novels and web novels with Sci-Fi elements in canonized authors' works, and explore the multifaceted relationship between Japanese Sci-Fi and technological innovation. Moreover, we will take a look into Western sources of inspirations that have impacted Japanese Sci-Fi and critically examine Western, particularly cyberpunk stereotypes of Japan as a futuristic nation.

The main objectives of this class therefore are:

- Providing students with a comprehensive historical overview of the Japanese Sci-Fi scene, enabling them to identify influential narratives and imaginaries and situate them in a broader cultural context
- Providing insight into utopian and dystopian Sci-Fi imaginations, including their real-life impact
- Enabling students to actively and critically engage with literary and/or popcultural works through discussions, group work, oral presentations, and a written report submitted by the end of the term (this includes reading and discussing scholarly literature on the respective subject)

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work

Preparatory Study

Reading the course material provided via the Keio University website in advance (one to two hours over the weekend for the two sessions in the following week); preparation of one presentation (including Powerpoint slides, total preparation time 4 to 5 hours) per semester.

Course Plan

Lesson 1

Introduction: What is Sci-Fi?

- ▶ Genre Definitions, common themes and tropes, introduction on the concepts of narratives and imaginaries
- ▶ Explanation of Course Plan, Thematic Focus, Evaluation Standards, etc.

Lesson 2

Origins of Japanese Sci-Fi: From Ancient Myth to Oshikawa Shunro and Unno Juza

Lesson 3

Abe Kōbō's 'Inter Ice Age 4' (1959) or the first Japanese Sci-Fi Novel translated into English ▶ Presentation topics: Tezuka Osamu's 'Astroboy' (1952-1968)

Lesson 4

The three Godfathers, pt. I: Hoshi Shin'ichi and Artificial Intelligence

- ▶ Presentation Topics: Kaijū and Tokusatsu Movies, Ultraman (1966-present)

Lesson 5

The three Godfathers, pt. II: Komatsu Sakyō, the Ōsaka Expo 1970, and Netflix

- ▶ Presentation Topics: The Anime Adaptation 'Nihon Chinbotsu 2020' (2020)

Lesson 6

The three Godfathers, pt. III: Tsutsui Yasutaka's 'The Girl Who Leapt Through Time' (1967) and 'Paprika' (1993)

- ▶ Presentation Topics: Anime Adaptation's of Tsutsui's Novels

Lesson 7

Japanese Sci-Fi Across Media

- ▶ Presentation Topics: 'Neon Genesis Evangelion' (1995-1996), 'Nauscaä' (1984), 'Urusei Yatsura 2: Beautiful Dreamer' (1984), Mecha Anime, etc. etc.

Lesson 8

Japanese Sci-Fi Across Cultures: From 'Neuromancer' to 'Ghost in the Shell' - and back

- ▶ Presentation Topics: Oshii Mamoru's 'Ghost in the Shell' (1995), Disney's 'Big Hero 6' (2014), 'Stray' (2022)

Lesson 9

Murakami Haruki's 'Kafka on the Shore' 2002: Between Sci-Fi and Surrealism

- ▶ Presentation Topics: Nihei Tsutomu's 'BLAME!' (1997-2003) and/or its Netflix Adaptation

Lesson 10

Imagining a New Social Order: Yoshinaga Fumi's 'Ōoku' (2004 - 2020)

- ▶ Presentation Topics: Gender in Sci-Fi, see for example Saitō Tamaki's 'Beautiful Fighting Girl' (2000)

Lesson 11

Project Itoh's Dystopias: 'Genocidal Organ' (2007) and 'Harmony' (2008)

► Presentation Topics: Sci-Fi-related Games, such as 'Final Fantasy' as an example for Dieselpunk

Lesson 12

Sci-Fi (only) for the Masses? Light Novels, Novelizations, Web Novels

► Presentation Topics: Sci-Fi-related Light Novel or Web Novel of your choosing

Lesson 13

Sci-Fi and Tech Imaginaries: The Case of 'Dennō Coil' (2007) and Augmented Reality

► Presentation Topics: Isekai Manga or Anime

Lesson 14

Fujii Taiyō: From 'Gene Mapper' (2012) to Sci-Fi Prototyping for Sony

► Presentation Topics: Makoto Shinkai's 'Kimi no na' (2016) or 'Tenki no Ko' (2019)

Other

Makeup Class

Method of Evaluation

Attendance/Participation: 50 percent of final grade (attendance plus at least one meaningful contribution to the discussion per session)

Short Oral Presentation on a given topic (10 minutes featuring powerpoint slides and including 10 minutes of Q&A afterwards, 1 presentation per student/semester): 25 percent of final grade

Short Report on given topic (presentation topic), 3 to 5 pages, 2500 words maximum: 25 percent of final grade

Textbooks

none

Reference Books

PDF files of the relevant texts (excerpts from literary texts and related secondary literature) will be provided in advance via the Keio University website for all registered attendees. All texts will be discussed on the basis of their English translations, and the language of discussion will be English. However, native speakers of Japanese are encouraged to add to the discussion based on their knowledge of the respective Japanese source text.

Lecturer's Comments to Students

The primary objective of this course is to provide attendees with an overview of Japanese Sci-Fi in a historical perspective and to enable them to engage actively/critically with works of fiction.

During the first half of each session I will present a summary and invite discussion on the respective topic, whereas during the latter half, two students will each do a 10 minute oral presentation. After each presentation, we will do a 10 minute Q&A (with the respective speaker being the expert on the subject) and discussion. You can freely chose the subject of your presentation as long as it meets the following conditions: It should be on a Sci-Fi-related fictional work (either literature, film, game, anime, or manga is fine), roughly fit into the historic scope of the respective session (so not everyone will be able to present on very recent subjects), refer to scholarly literature, and include an analysis not only on the themes, but also on literary or aesthetic, i.e. formal features. I have already included a few (by no means exhaustive) suggestions for presentation topics in the Course Plan and will explain further during the first session. I will provide feedback on the presentations and reports via email as well as in person (via zoom appointment) if you have further questions.

Question/Comments

mueller@dijtokyo.org

Keio University Syllabus and Timetable

JAPANESE SUPPLY CHAIN MANAGEMENT

Lecturer(s)	KHOJASTEH, YACOB
Credit(s)	2
Academic Year/Semester	2025 Spring (1st Half)
Day/Period	Thu.2,3
Campus	Mita
Classroom	437
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	78087
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations
Group work

Preparatory Study

- We will use Excel in almost every class meeting, including the Excel add-in, Solver, for solving supply chain problems. A strong working knowledge of Excel, including advanced features and formula input, is a prerequisite for this course.
- Homework problems will be assigned after each topic to reinforce the concepts covered in lectures. Students are expected to work on those assignments as a study tool for the exam.

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) models and its application in logistics

Lesson 7

Computer software for LP models

Lesson 8

Logistics and transportation models

Lesson 9

Computer software for transportation models

Lesson 10

SCM analytics

Lesson 11

Group presentations

Lesson 12

Group presentations

Lesson 13

Course wrap-up and review

Lesson 14

Exam

Other

Office hours

Method of Evaluation

Class attendance (10%)

Homework assignments (10%)

Exam (65%)

Case assignment/presentations (15%)

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 TRADITIONAL ART OF HUMOR

Subtitle	Ukiyoe, Gesaku, and Short Novels
Lecturer(s)	KATSUMATA, MOTOI
Credit(s)	2
Academic Year/Semester	2025 Spring
Day/Period	Mon.2
Campus	Mita
Classroom	465
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	88486
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

[▼ 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), and short novels.

The focus of each class meeting will be on close reading and discussion. Students are therefore expected to write brief response essays (approximately 200 words) before each class, starting with our 2nd meeting and continuing through to the 14th meeting. This should include a personal reactions and potential discussion topics.

As a final project, each student will be required to submit a final paper. 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.). The class will be held all in English.

Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

Prior to every class, you need to read the text and submit a short report (approximately 150 words).

Course Plan

Lesson 1

Introduction

Lesson 2

Pictures 1: Manga(1)

Hagio Moto "The Willow Tree (*Yanagi no Ki*, 柳の木)"

Lesson 3

Picture 2: Zen-picture

Sengai(仙厓)'s works

Lesson 4

Pictures 3: Manga(2)

Nakamura Hikaru "Saint Young Men (*Seinto Oniisan*, 聖☆お兄さん)"

Lesson 5

Pictures 4: Ukiyo-e 1

Namazu-e(鯰絵)

Lesson 6

Pictures 5: Ukiyo-e 2

Utagawa Kuniyoshi(歌川国芳)'s works

Lesson 7

Gesaku 1: Monsters(1)

"The Monster Takes a Bride (*Bakemono Yomeiri*, 化物よめいり)"

Lesson 8

Gesaku 2: Monsters(2)

"The Monster Takes a Bride (*Bakemono Yomeiri*, 化物よめいり)"

Lesson 9

Gesaku 3: Playboy(1)

"Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)"

Lesson 10

Gesaku 4: Playboy(2)

"Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)"

Lesson 11

Gesaku 5: Playboy(3)

"Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)"

Lesson 12

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 13

Short novel 2: Money(1)

"The Foremost Lodger in the Land" from "The Japanese family Storehouse (*Nihon Eitai Gura*, 日本永代蔵)"

Lesson 14

Short novel 3: Money(2)

'Mr. Heitarō' from "Worldly Mental Culculations (*Seken Munezan'yō*, 世間胸算用)"

Other

Office hour

Method of Evaluation

Attendance on time 6 %

Class participation 37%

Web posts 32%

Final paper 25%

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).

Lecturer's Comments to Students

Sometimes we read and discuss about sexual and religious topics.

Keio University Syllabus and Timetable

JAPANESE TRADITIONAL ART OF HUMOR

Subtitle	Ukiyoe, Gesaku, and Short Novels
Lecturer(s)	KATSUMATA, MOTOI
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Mon.2
Campus	Mita
Classroom	433
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19916
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

[▼ 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.

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Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

Prior to every class, you need to read the text and submit a short report (approximately 150 words).

Course Plan

Lesson 1

Introduction

Lesson 2

Pictures 1: Manga(1)

Hagio Moto "The Willow Tree (*Yanagi no Ki*, 柳の木)"

Lesson 3

Pictures 2: Manga(2)

Nakamura Hikaru "Saint Young Men (*Seinto Oniisan*, 聖☆お兄さん)"

Lesson 4

Pictures 3: Ukiyo-e(1)

Namazu-e(鯰絵)

Lesson 5

Picture 4: Zen-picture

Sengai(仙厓)'s works

Lesson 6

Pictures 5: Ukiyo-e(2)

Utagawa Kuniyoshi(歌川国芳)'s works

Lesson 7

Gesaku 1: Monsters(1)

"The Monster Takes a Bride (*Bakemono Yomeiri*, 化物よめいり)"

Lesson 8

Gesaku 2: Monsters(2)

"The Monster Takes a Bride (*Bakemono Yomeiri*, 化物よめいり)"

Lesson 9

Gesaku 3: Playboy(1)

"Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)"

Lesson 10

Gesaku 4: Playboy(2)

"Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)"

Lesson 11

Gesaku 5: Playboy(3)

"Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)"

Lesson 12

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 13

Short novel 2: Money(1)

"The Foremost Lodger in the Land" from "The Japanese family Storehouse (*Nihon Eitai Gura*, 日本永代蔵)"

Lesson 14

Short novel 3: Money(2)

'Mr. Heitarō' from "Worldly Mental Culculations (*Seken Munezan'yō*, 世間胸算用)"

Other

Office hour

Method of Evaluation

Attendance on time 6 %

Class participation 37%

Web posts 32%

Final paper 25%

Textbooks

N/A: The teacher prepares pdf text for each week.

Reference Books

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Ihara Saikaku, *Worldly Mental Calculations*, tr. Ben Befu (Berkeley: University of California Press, 1976).

Lecturer's Comments to Students

Sometimes we read and discuss about sexual and religious topics.

Keio University Syllabus and Timetable

MEDIA AND COMMUNICATION STUDIES

Subtitle	Exploring Sustainable Communication: Media, Engagement, and Diversity in a Global Age
Lecturer(s)	ABE, YUKIKO
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Mon.1
Campus	Mita
Classroom	435
Class Format	Online classes (mainly real-time format)
Registration Number	83996
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00213-222-82

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The Objective of This Course is twofold :

- 1) To understand the structural "power" of media and develop critical thinking skills to analyze the interplay between media, individuals, and society.
- 2) To explore communication strategies that facilitate effective promotion while emphasizing organizational transparency, with a particular focus on sustainability and DEI (Diversity, Equity, and Inclusion).

Course Methodology:

This course will go beyond traditional lectures by incorporating active learning approaches such as facilitated dialogues, collaborative group work, and student presentations. These methods are designed to enhance student engagement and foster the development of practical skills.

Key Learning Outcomes:

By the end of this course, students will be able to:

- Critically analyze media influence and its societal implications
- Develop effective and transparent communication strategies aligned with organizational values
- Demonstrate understanding of corporate social responsibility and sustainable communication
- Demonstrate improved skills in dialogue, teamwork, and presentations

Active Learning Methods [Description](#)

Presentations

Discussions, Debates

Group work

Preparatory Study

- Students are expected to come to class prepared with assignments. The amount of assignments will take one to two hours for each lecture. The final group presentation may require more time than this, as there will be time to prepare it during the winter break.
- Assignments will vary each time and will include relevant readings, video watching, worksheets (including

research), and presentation preparation.

• The instructor will explain the assignments at the end of each lecture and will also provide specific details on Keio's LMS (Keio Canvas).

Course Plan

Lesson 1

Introduction: Class Introduction – 1) Course Overview 2) Instructor’s instruction 3) Students’ Introductions

Lesson 2

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

Lesson 3

Media and Power (2): Methods for Media Analysis

Lesson 4

Media and Power (3): Objectivity, Identity, and Representation

Lesson 5

Media and Power (4): Case Studies of a Single Story

Lesson 6

Discourse Analysis (1) : Case Studies of Former President Obama’s Hiroshima Peace Speech

Lesson 7

Discourse Analysis (2) : Case Studies of World Leaders' Speeches

Lesson 8

Introduction to Communication Strategy

Lesson 9

Sustainability Communication in the age of SDGs

Lesson 10

Sustainability Communication (1) : Successful UN Communication and Public Affairs Cases

Lesson 11

Sustainability Communication (2) : Corporate Strategies

Lesson 12

Sustainability Communication(3): Case Studies of Global Corporations

Lesson 13

Students’ Group Presentation on Sustainable Communication

Lesson 14

Course Reflection and Application of Knowledge

Other

Report

Method of Evaluation

- Class participation and weekly assignments 40%
- Presentation 40%
- Report 20%

Textbooks

- Original materials prepared by the instructor

Reference Books

- Denisa Hejlová, Petra Koudelková, Hana Moravcová, Stefania Romenti, & Chiara Valentini. (2025). Responsibility in Strategic Communication: Truth or Trap? (Advances in Public Relations and Communication Management, Vol. 8). Emerald Publishing Limited. ISBN-10: 1835497934
- Donnalyn Pompper.(2021). Public Relations for Social Responsibility: Affirming DEI Commitment With Action (Communicating Responsible Diversity, Equity, and Inclusion). Emerald Group Pub Ltd. ISBN-10: 1800431686
- Edward Bernays&Mark Crispin Mille.(2004). Propaganda. Ig Pub. ISBN-10: 9780970312594
- Erin Meyer.(2014). The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures. Public Affairs.ISBN-10 : 9781610392761
- Shoshana Zuboff. (2019). The Age of Surveillance Capitalism. Public Affairs. ISBN-10: 1610395697
- Paul Hodkinson.(2016).Media, Culture and Society. SAGE.ISBN-10 :1473902355
- Paul Hodkinson. (2023). Media, Culture and Society. SAGE Publications Ltd. ISBN-10: 1529679796
- Ralph Tench & Stephen Waddington.(2020). Exploring Public Relations and Management Communication Fifth Edition. Pearson Education Limited. ISBN-10: 1292321741

Lecturer's Comments to Students

- This class will be held online via ZOOM. The ZOOM address for the first and each lecture will be posted on the class LMS (Keio Canvas).
- 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.
- This class is conducted by an instructor with over 20 years of experience in the field of Media and Communication, including work as a journalist at the Yomiuri Shimbun (a leading newspaper in Japan); in Public Affairs at the United Nations; and as the Director for the Strategic International Public Relations of the Tokyo Metropolitan Government, during which she contributed to the PR strategy for the Tokyo 2020 Olympic and Paralympic Games and COVID-19. She currently also serves as the Chief of Sustainability Strategic Communication at the Japan Society for Corporate Communication Studies.

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

Use of Generative AI in This Course

In this course, the use of generative AI is permitted only in limited contexts. Specifically, students may use AI in the following situations:

- As a tool for brainstorming or during the planning stage
- As a supplementary tool for research (however, students must verify the accuracy of the information themselves)
- If you use AI, you must clearly indicate this in your submission (e.g., "Brainstormed using Gemini").

AI use is not allowed in the following activities:

- Writing reports or assignments (including drafting presentations, creating slides, or drafting reports and written work)
- Preparing for in-class discussions or assignments (e.g., having AI complete weekly assignments on your behalf)

- Presenting AI-generated analysis as if it were your own analysis

Important Notice

- If unauthorized AI use is discovered, the work may be excluded from evaluation or treated as academic misconduct, which may result in disciplinary measures. If you are unsure about what is permitted, please consult the lecturer in advance.

Keio University Syllabus and Timetable

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL RELATION

Lecturer(s)	SUGIURA, KAZUNORI
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Mon.3,4
Campus	Mita
Classroom	南校舎ホール
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	54144
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Fieldwork

Preparatory Study

none

Course Plan

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 Comike (Comic Market) and Doujin conventional events are the essence for the Otaku people in Japan and now spreading worldwide. We will learn the kinds of contents being created and distributed in such events, and also know the facts, motives, and technologies of the most famous and attractive otaku events of

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

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

OTAKU CULTURE IN JAPAN AND ITS TRANSNATIONAL RELATION

Lecturer(s)	SUGIURA, KAZUNORI
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Fri.3
Campus	Mita
Classroom	411
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45000
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-86

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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Active Learning Methods [Description](#)

Fieldwork

Course Plan

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 Comike (Comic Market) and Doujin conventional events are the essence for the Otaku people in Japan and now spreading worldwide. We will learn the kinds of contents being created and distributed in such events, and also know the facts, motives, and technologies of the most famous and attractive otaku events of

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

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).

In this course, the use of generative AI tools (e.g., Gemini, NotebookLM) is actively encouraged. By utilizing generative AI, students can enhance their learning outcomes through information collection, planning of assignment structures, and improvement of written expression.

Please follow these rules when using AI:

- Always verify and revise AI-generated content as needed
- Clearly state the name of the AI tool used and the purpose of its use
- Do not use prompts that include copyrighted materials or personal information of others

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

Fri Mar 07 2025 09:58:19 GMT+0900 (日本標準時)

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	2025 Spring
Day/Period	Wed.3
Campus	Mita
Classroom	132
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	49741
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

Secondly, unlike a conventional philosophical course, I shall use not only classical philosophy texts, but also various kinds of materials for the objects of investigations including Descartes’s and Kant’s philosophy texts, Muneyoshi Yanagi’s writings on the works of Japanese folk art (Mingei), 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

Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

Reading assignment

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, The Beauty of Irregularity

Lesson 11

Week 11, Yanagi 4: Reading assignment, The Beauty of Irregularity

Lesson 12

Week 12, Yanagi 5: Reading assignment, The Buddhist Idea of Beauty

Lesson 13

Week 13, Yanagi 6: Reading assignment, The Buddhist Idea of Beauty

Lesson 14

Week 14, Summary and final discussion.

Other

Supplement discussion

Method of Evaluation

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

Textbooks

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

TBA

Question/Comments

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

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

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	2025 Fall
Day/Period	Wed.3
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	44735
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

Secondly, unlike a conventional philosophical course, I shall use not only classical philosophy texts, but also various kinds of materials for the objects of investigations including Descartes’s and Kant’s philosophy texts, Muneyoshi Yanagi’s writings on the works of Japanese folk art (Mingei), 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.

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Active Learning Methods [Description](#)

Discussions, Debates

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, The Beauty of Irregularity

Lesson 11

Week 11, Yanagi 4: Reading assignment, The Beauty of Irregularity

Lesson 12

Week 12, Yanagi 5: Reading assignment, The Buddhist Idea of Beauty

Lesson 13

Week 13, Yanagi 6: Reading assignment, The Buddhist Idea of Beauty

Lesson 14

Other

Supplement discussion

Method of Evaluation

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

Textbooks

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

TBA

Question/Comments

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

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

Keio University Syllabus and Timetable

PUBLIC POLICY IN JAPAN (SEMINAR)

Subtitle	Comparative Case Studies
Lecturer(s)	MOGAKI, MASAHIRO
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Mon.5
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	49627
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Fieldwork
Presentations

Preparatory Study

Students must read the assigned part of the designated literature before the class session of the course.

Course Plan

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.

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 (2015).

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. (This session could be replaced by the National Diet Visit.)

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. (2015) 'The evolving power of the core executive: a case study of Japan's ICT regulation after the 1980s'. *Pacific Affairs*, 88, (1) (March 2015), 27–49.
 - 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.

AI can be used for class preparation, examining relevant issues, and proofreading documents including an essay. However, AI can not be used to formulate an essay and other documents for submission; using AI for such purposes is regarded as academic dishonesty and results in failure in the course.

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

SOCIOLOGY OF EDUCATION

Subtitle	Focus on Globalization and Development of Education in Asia
Lecturer(s)	DAWSON, WALTER
Credit(s)	2
Academic Year/Semester	2025 Spring (1st Half)
Day/Period	Wed.1,2
Campus	Mita
Classroom	107
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	70291
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-08

[▼ 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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work
Problem-based learning

Preparatory Study

N/A

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

The World Bank and Education

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

Attendance/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

Reference Books

N/A

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 before each class.
3. Assignments will be submitted to the instructor by CANVAS. Feedback will be returned by CANVAS.

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

STRATEGIES FOR IMPLEMENTING SDGS 1 (GOAL 1-9)

Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Spring (1st Half)
Day/Period	Wed.4,5
Campus	Mita
Classroom	524
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29048
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-86

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

"With the theme of ""What can we/I do to create a better world?"" , we will study from Goal 1 to Goal 9 of the Sustainable Development Goals (SDGs) set by the United Nations and explore solutions. This course will use various data, experiences, and information to gain a global perspective, understand the current situations, and consider how to address complex issues, thinking about actions/solutions we can take.

By learning about the challenges across different areas such as the environment, economy, and society covered by the SDGs, we will improve our problem-solving abilities and presentation skills. The aim is not only to gain knowledge but to enable each students to create and implement action plans. "

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training
 Presentations
 Discussions, Debates
 Group work
 Role-playing
 Problem-based learning

Preparatory Study

Please read the textbook in advance to prepare for the content we will cover in class. Additionally, as homework, practice creating a presentation based on data.

Course Plan

Lesson 1

Introduction of the course, etc.,

Lesson 2

Goal1. No Poverty

Lesson 3

Goal2. Zero Hunger

Lesson 4

Goal 3. Good Health and Well-being

Lesson 5

Goal4. Quality Education

Lesson 6

Goal 5. Gender Equality

Lesson 7

Goal 6. Clean Water and Sanitation

Lesson 8

Goal 7. Affordable and Clean Energy

Lesson 9

Goal 8. Decent Work and Economic Growth

Lesson 10

Goal 9. Industry, Innovation, and Infrastructure

Lesson 11

Presentation

Lesson 12

Presentation

Lesson 13

Presentation

Lesson 14

Presentation, Review of the course, Quizzes

Other

Review of the course, Quizzes

Method of Evaluation

Grading percentages are as follows; Class participation: 30%, Assignments and Quizzes: 20%, Writing an essay (800-1000 words): 20%, Presentations (Group Presentation, Individual/Group Presentations): 30%.

Textbooks

The Sustainable Development Goals Report 2024, by United Nations

Lecturer's Comments to Students

The United Nations' SDGs include 17 goals and 169 targets. What can we and I do to address these global challenges? What is happening in the world today, and how can we contribute to making it a better place? This program is designed to explore these questions together with classmates from around the world. There is not just one answer to these questions. We will learn from each other and many good examples of practices being implemented in different countries. Active participation is highly encouraged.

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: konagasumiwa@gmail.com

Keio University Syllabus and Timetable

STRATEGIES FOR IMPLEMENTING SDGS 1 (GOAL 1-9)

Subtitle	Approaches for Environmental Sustainability.
Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Fall(1st Half)
Day/Period	Mon.3,4
Campus	Mita
Classroom	122
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29086
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-86

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

With the theme “What can we/I do to create a better world?”, this course focuses on the United Nations Sustainable Development Goals (SDGs) 1–9. Students will examine global challenges across the environment, economy, and society, and explore possible solutions.

Using data, case studies, and personal experiences, students will develop a global perspective, deepen their understanding of current issues, and consider practical actions that can be taken. Through interactive discussions and projects, the course emphasizes both knowledge acquisition and skill development.

The aim is to strengthen problem-solving and presentation skills, while enabling each student to design an action plan that contributes to environmental sustainability and social well-being.

【Course Objectives / Learning Outcomes】

By the end of this course, students will be able to:

1. Explain and reflect on the key challenges and targets of SDGs 1–9, focusing on their interconnections across the environment, economy, and society.
2. Analyze and interpret data, case studies, and real-world examples to gain a deeper understanding of sustainability issues at both global and local levels.
3. Propose and share practical ideas or action plans that address environmental sustainability and social well-being in individual and group settings.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training

Presentations

Discussions, Debates

Group work

Role-playing

Problem-based learning

Preparatory Study

Please read the textbook in advance to prepare for class, and as homework, practice creating a short presentation based on data.

Course Plan

Lesson 1

Introduction of the course

Lesson 2

Goal 1. No Poverty

Lesson 3

Goal 2. Zero Hunger

Lesson 4

Goal 3. Good Health and Well-being

Lesson 5

Goal 4. Quality Education

Lesson 6

Goal 5. Gender Equality

Lesson 7

Goal 6. Clean Water and Sanitation

Lesson 8

Goal 7. Affordable and Clean Energy

Lesson 9

Goal 8. Decent Work and Economic Growth

Lesson 10

Goal 9. Industry, Innovation, and Infrastructure

Lesson 11

Final Individual Presentations

Lesson 12

Final Individual Presentations

Lesson 13

Final Individual Presentations

Lesson 14

Other

Review of the course,

Method of Evaluation

【Method of Evaluation (100%)】

*Class Participation+ Individual Participation: 30%

*Group Presentation: 10%

*Assignment 1 – SDG Data Presentation (Goals 1–3): 20%

*Assignment 2 – Individual Presentation: 20%

*Assignment 3 – Project Proposal: 20%

*Final grades will be calculated based on the above distribution and converted into Keio University's official grading scale (S: 100–90, A: 89–80, B: 79–70, C: 69–60, D: 59–0). Grades will not be based on native-level English proficiency, but on how effectively you communicate your ideas and reflections. Deadlines and attendance requirements will be applied consistently for all students, in fairness to everyone.

【Policy on Attendance and Participation】

*Class Participation: 20% (Attendance 10 points, punctuality 5 points, absence 0 points.)

*Individual Participation: 10% (10 points: active contribution in discussions and group work)

*Group Presentation: 10% (10 points: active contribution in discussions and group work)

In accordance with the academic regulations of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), and considering that this course is conducted in an active learning format, the following policy applies:

This course comprises 14 sessions in total, organized as two sessions per day across seven class days. To be eligible for credit, students are expected to attend at least 10 sessions.

Students who accumulate 5 or more absences, or who have 4 absences combined with additional late arrivals or early departures, will not be able to earn credit for the course.

Three late arrivals or early departures will be counted as one absence.

In accordance with MEXT regulations, even excused absences (such as illness or official university activities) are included in the total absence count.

Because this course emphasizes active learning—including group discussions, presentations, and collaborative projects—regular attendance and punctuality are essential not only for your own learning but also for maintaining fairness and supporting your peers.

Students are responsible for monitoring and managing their own attendance records.

【Policy on Assignments】

*Assignments: 10 points for on-time submission, 5 points if submitted within 5 days with prior email notice, 0 points after 5 days.

*All assignments in this course are to be completed individually.

*Detailed rubrics will be provided. Please review them carefully to understand the evaluation criteria.

Note from Instructor

In the previous semester, most students who attended regularly, submitted assignments on time, and contributed actively were able to succeed. This course is designed for students who want to learn, grow, collaborate, and challenge themselves. Success requires making your academic work the top priority: plan your schedule carefully, manage your responsibilities, and come prepared.

Textbooks

The Sustainable Development Goals Report 2024, by United Nations

Lecturer's Comments to Students

The United Nations' SDGs include 17 goals and 169 targets. What can we—and I—do to address these global challenges? What is happening in the world today, and how can we contribute to making it a better place?

This program focuses on Goals 1–9, which address poverty, health, education, sustainable innovation, and the environment in low- and middle-income countries. Together with classmates from around the world, you will reflect on how these challenges affect people's daily lives and the planet. There is no single answer. You will learn from one another and from inspiring examples of practices currently being implemented in different countries. Active participation is highly encouraged, as diverse perspectives are essential to deepening our understanding.

AI Usage Policy (Conditional Permission)

Generative AI tools may be used only for:

*Brainstorming, outlining, or preliminary research (you must check accuracy).

Rules:

*Clearly state when and how AI was used. Example: "Drafted outline with ChatGPT (20%)."

*Do not copy AI text directly. Your work must show your own thinking.

*References must be verified by yourself.

*AI use must not exceed 50% of the work in total. More than 50% = "0 point: not submitted."

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: konagasumiwa@gmail.com

I will do my best to reply as soon as possible; however, please understand that in some cases a response may take longer.

Keio University Syllabus and Timetable

STRATEGIES FOR IMPLEMENTING SDGS 2 (GOAL 10-17)

Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Wed.4,5
Campus	Mita
Classroom	524
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29052
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-86

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

With the theme of "What can we/I do to create a better world?", we will study from Goal 10 to Goal 17 of the Sustainable Development Goals (SDGs) set by the United Nations and explore solutions. This course will use various data, experiences, and information to gain a global perspective, understand the current situations, and consider how to address complex issues, thinking about actions/solutions we can take.

By learning about the challenges across different areas such as the environment, economy, and society covered by the SDGs, we will improve our problem-solving abilities and critical thinking skills. The aim is not only to gain knowledge but to enable each students to create and implement action plans.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training

Presentations

Discussions, Debates

Group work

Problem-based learning

Preparatory Study

Please read the report in advance to prepare for the content we will cover in class. Additionally, as homework, practice creating a presentation based on data.

Course Plan

Lesson 1

Introduction of the course, etc.,

Lesson 2

Goal 10. Reduced Inequality

Lesson 3

Goal 11. Sustainable Cities and Communities

Lesson 4

Goal 12. Responsible Consumption and Production

Lesson 5

Goal 13. Climate Action

Lesson 6

Goal 14. Life Below Water

Lesson 7

Goal 15. Life on Land

Lesson 8

Goal 16. Peace, Justice, and Strong Institutions

Lesson 9

Goal 17. Partnerships for the Goals

Lesson 10

Group work on Goal 10-17.

Lesson 11

Presentation

Lesson 12

Presentation

Lesson 13

Presentation

Lesson 14

Presentation, Review of the course, Quizzes

Other

Review of the course, Quizzes

Method of Evaluation

Grading percentages are as follows; Class participation: 30%, Assignments and Quizzes: 20%, Writing an essay (800-1000 words): 20%, Presentations (Group Presentation, Individual/Group Presentations): 30%.

Textbooks

The Sustainable Development Goals Report 2024, by United Nations,
<https://unstats.un.org/sdgs/report/2024/The-Sustainable-Development-Goals-Report-2024.pdf>,

Lecturer's Comments to Students

The United Nations' SDGs include 17 goals and 169 targets. What can we and I do to address these global challenges? What is happening in the world today, and how can we contribute to making it a better place? This program is designed to explore these questions together with classmates from around the world. There is not just one answer to these questions. We will learn from each other and many good examples of practices being implemented in different countries. Active participation is highly encouraged.

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: konagasumiwa@gmail.com

Keio University Syllabus and Timetable

STRATEGIES FOR IMPLEMENTING SDGS 2 (GOAL 10-17)

Subtitle	Social Approaches.
Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Fall(2nd Half)
Day/Period	Mon.3,4
Campus	Mita
Classroom	122
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29105
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-86

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

Course Description (Part 2)

With the theme “How can we take collective action for a sustainable future?”, this course focuses on the United Nations Sustainable Development Goals (SDGs) 9 –17. Students will explore issues related to inequality, peace, justice, strong institutions, and global partnerships, and consider how these goals connect to environmental sustainability and social well-being.

Through case studies, group discussions, and collaborative projects, students will strengthen their critical thinking, problem-solving, and presentation skills. The course emphasizes designing concrete action plans that address real-world challenges, enabling students to transform their ideas into practical strategies for positive change.

【Course Objectives / Learning Outcomes】

By the end of this course, students will be able to:

1. Examine and reflect on the key challenges of SDGs 10–17, with emphasis on inequality, peace, justice, institutions, and partnerships, and their links to sustainability.
2. Design and communicate original educational materials and survey-based research (e.g., pamphlets, reports) to raise awareness and propose solutions for SDG-related challenges.
3. Present and collaborate effectively, delivering persuasive presentations and working in multicultural groups to create actionable strategies for a sustainable future.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training

Presentations

Discussions, Debates

Group work

Role-playing

Problem-based learning

Preparatory Study

Please read the textbook in advance to prepare for class, and as homework, practice creating a short presentation based on data.

Course Plan

Lesson 1

Introduction of the course

Lesson 2

Goal 8. Decent work and Detailed Explanation of Assignments

Lesson 3

Goal 10. Reduced Inequality

Lesson 4

Goal 16. Peace, Justice, and Strong Institutions

Lesson 5

Goal 13. Climate Action

Lesson 6

Goal 14. Life Below Water and Goal 15. Life on Land

Lesson 7

Goal 11. Sustainable Cities and Communities

Lesson 8

Goal 12. Responsible Consumption and Production

Lesson 9

Guest Lecture

Lesson 10

Goal 17. Partnerships for the Goals and Action Plan

Lesson 11

Final Individual Presentation

Lesson 12

Final Individual Presentation

Lesson 13

Final Individual Presentation

Lesson 14

Other

Review of the course,

Method of Evaluation

【Method of Evaluation (100%)】

*Class Participation+ Individual Participation: 30%

*Group Presentation: 10%

* Assignment 1 – SDGs Educational Pamphlet Development: 20%

* Assignment 2 – SDGs Awareness & Practice Survey: 5%

* Assignment 3 – Final Report on the Survey: 15%

* Assignment 4 – Individual Presentation: 20%

*Final grades will be calculated based on the above distribution and converted into Keio University's official grading scale (S: 100–90, A: 89–80, B: 79–70, C: 69–60, D: 59–0). Grades will not be based on native-level English proficiency, but on how effectively you communicate your ideas and reflections. Deadlines and attendance requirements will be applied consistently for all students, in fairness to everyone.

【Policy on Attendance and Participation】

*Class Participation: 20% (Attendance 10 points, punctuality 5 points, absence 0 points.)

*Individual Participation: 10% (10 points: active contribution in discussions and group work)

*Group Presentation: 10% (10 points: active contribution in discussions and group work)

In accordance with the academic regulations of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), and considering that this course is conducted in an active learning format, the following policy applies:

This course comprises 14 sessions in total, organized as two sessions per day across seven class days. To be eligible for credit, students are expected to attend at least 10 sessions.

Students who accumulate 5 or more absences, or who have 4 absences combined with additional late arrivals or early departures, will not be able to earn credit for the course.

Three late arrivals or early departures will be counted as one absence.

In accordance with MEXT regulations, even excused absences (such as illness or official university activities) are included in the total absence count.

Because this course emphasizes active learning—including group discussions, presentations, and collaborative projects—regular attendance and punctuality are essential not only for your own learning but also for maintaining fairness and supporting your peers.

Students are responsible for monitoring and managing their own attendance records.

【Policy on Assignments】

*Assignments: 10 points for on-time submission, 5 points if submitted within 5 days with prior email notice, 0 points after 5 days.

*All assignments in this course are to be completed individually.

*Detailed rubrics will be provided. Please review them carefully to understand the evaluation criteria.

Note from Instructor

In the previous semester, most students who attended regularly, submitted assignments on time, and contributed actively were able to succeed. This course is designed for students who want to learn, grow, collaborate, and challenge themselves. Success requires making your academic work the top priority: plan your schedule carefully, manage your responsibilities, and come prepared.

Textbooks

The Sustainable Development Goals Report 2024, by United Nations,

<https://unstats.un.org/sdgs/report/2024/The-Sustainable-Development-Goals-Report-2024.pdf>,

Lecturer's Comments to Students

The United Nations' SDGs include 17 goals and 169 targets. What can we—and I—do to address these global challenges? What is happening in the world today, and how can we contribute to making it a better place?

This program focuses on Goals 10–17, which address inequality, sustainable cities, climate action, peace and justice, and global partnerships, with particular attention to challenges faced in both developed and developing countries. Together with classmates from around the world, we will examine what cooperation, equity, and responsibility mean in today's interconnected society. There is no single answer. We will learn from one another

and from inspiring examples of practices currently being implemented worldwide. Active participation is highly encouraged, as diverse perspectives are essential to deepening our understanding.

AI Usage Policy (Conditional Permission)

Generative AI tools may be used only for:

*Brainstorming, outlining, or preliminary research (you must check accuracy).

Rules:

*Clearly state when and how AI was used. Example: "Drafted outline with ChatGPT (20%)."

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*AI use must not exceed 50% of the work in total. More than 50% = "0 point"

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: konagasumiwa@gmail.com

I will do my best to reply as soon as possible; however, please understand that in some cases a response may take longer.

Keio University Syllabus and Timetable

SURVIVAL JAPANESE: INTRODUCTION TO THE JAPANESE LANGUAGE

Lecturer(s)	OKUGAWA, IKUKO
Credit(s)	1
Academic Year/Semester	2025 Spring (2nd Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	323
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	55413
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00113-211-02

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

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

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Role-playing

Preparatory Study

- Read the chapter of the textbook that corresponds to the content of each session and sort out any unclear points or questions in advance.
- Review the content you have learned in class and study for the next week's quiz.

Course Plan**Lesson 1**

Introduction, Unit1 Nice to meet you

Lesson 2

Unit2 What is this?

Lesson 3

Unit3 What time is it?

Lesson 4

Unit4 Shopping strategies

Lesson 5

Unit5 I am going to Okinawa

Lesson 6

Unit6 Using telephone strategies

Lesson 7

Unit7 Thank you for the meal

Lesson 8

Unit8 My perfect Sunday

Lesson 9

Unit9 That's nice!

Lesson 10

Unit10 How was it?

Lesson 11

Unit11 Calling in sick

Lesson 12

Unit12 My hometown, Speech Practice

Lesson 13

Speech, (Unit12 My hometown)

Lesson 14

Final Exam

Other

Review and Exam

Method of Evaluation

- Grading percentages are as follows;

Attendance: 15%, Class participation: 15%, Assignments: 20%, Quizzes: 20%, Speech: 10%, Final Examination: 20%

Textbooks

サンアカデミー日本語センター (2014) 『Nihongo Daijobu! きょうから話せる! にほんごだいじょうぶ Book1』 The Japan Times. ISBN-13: 978-4789015899

Lecturer's Comments to Students

NOTE: Only students who have never taken any Japanese language courses prior to Spring 2025 are eligible to take this class.

I look forward to teaching students who are motivated and have the desire to learn Japanese language and culture.

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	2025 Spring
Day/Period	Thu.5
Campus	Mita
Classroom	453
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	44993
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
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.

Active Learning Methods [Description](#)

Presentations
Discussions, Debates
Group work

Preparatory Study

Preparation and revision of own presentation

Course Plan

Lesson 1

Introduction and orientation (video/on demand)
Self information sheet (Google Form)
Preparation of own 1st presentation (homework)

Lesson 2

Instructor's presentations (video/on demand)
Former students' presentations (video/on demand)
Preparation of own 1st presentation (homework)

Lesson 3

The 1st topic: ex. "My favorite and recommended activity helpful for our healthy life"
Student's presentations with slides about the 1st topic (video/on demand)
Feedbacks for the presentations by classmates (Google Form)
Preparation of own 1st presentation (homework)

Lesson 4

Student's presentations with slides about the 1st topic (video/on demand)
Feedbacks for the presentations by classmates (Google Form)
Preparation of own 1st presentation (homework)
Preparation of own 2nd presentation (homework)

Lesson 5

Student's presentations with slides about the 1st topic (video/on demand)
Feedbacks for the presentations by classmates (Google Form)
Preparation of own 1st presentation (homework)
Preparation of own 2nd presentation (homework)

Lesson 6

Student's presentations with slides about the 1st topic (video/on demand)
Feedbacks for the presentations by classmates (Google Form)
Preparation of own 2nd presentation (homework)

Lesson 7

Student's presentations with slides about the 1st topic (video/on demand)
Feedbacks for the presentations by classmates (Google Form)
Preparation of own 2nd presentation (homework)

Lesson 8

Student's short self-introduction (face-to-face class)
The 2nd topic: ex. "Differences between hometowns and other countries regarding the anti-aging and longevity with medication" or "My ideal and recommendable trip plan to spend healthy and exciting holiday"
Student's presentations with slides about the 2nd topic (in person)
Feedbacks for the presentations by classmates (Google Form)
Small group discussion and presentation about given topics (in person)
Preparation of own 2nd presentation (homework)

Lesson 9

Student's presentations about the 2nd topic (in person)
Feedbacks for the presentations by classmates (Google Form)

Small group discussion and presentation about given topics (in person)
Preparation of own 2nd presentation (homework)

Lesson 10

Student's presentations about the 2nd topic (in person)
Feedbacks for the presentations by classmates (Google Form)
Small group discussion and presentation about given topics (in person)
Preparation of own 2nd presentation (homework)

Lesson 11

Student's presentations about the 2nd topic (in person)
Feedbacks for the presentations by classmates (Google Form)
Small group discussion and presentation about given topics (in person)
Preparation of own 2nd presentation (homework)

Lesson 12

Student's presentations about the 2nd topic (in person)
Feedbacks for the presentations by classmates (Google Form)
Small group discussion and presentation about given topics (in person)
Preparation of own 2nd presentation (homework)

Lesson 13

Student's presentations about the 2nd topic (in person)
Feedbacks for the presentations by classmates (Google Form)
Small group discussion and presentation about given topics (in person)

Lesson 14

Small group discussion and presentation about given topic (in person)
Course summary (in person)

Other

Coursework and Assignments

Method of Evaluation

1. Participation, Contribution and Activeness (50%) ex. participation in class, comments to classmate's presentation, early presentation, participation in small group discussion, etc.
2. Presentation (30%) ex. presentation (video and in person), evaluations by classmate, etc.
3. Products (20%) ex. products of presentations and small group discussions, self-analysis reports, etc.

Textbooks

There will be no textbook for this class.
Handouts and assignment information will be provided by the instructor as needed.

Reference Books

There will be no reference book for this class.
Handouts and assignment information will be provided by the instructor as needed.

Lecturer's Comments to Students

The first class will be provided on Keio Canvas LMS on 2025.04.10 (Thu).

You need to make and have two presentations in this class. You will make and up-load your 1st presentation video files (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 (2025.04.10). And you will also have face-to-face presentation about the 2nd topic in the later class (after 2025.05.29). You need to watch and give short feedback to all of your 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 your own presentation. Course plan will be re-arranged by the instructor as needed.

Question/Comments

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

Keio University Syllabus and Timetable

THE ROOTS OF JAPANESE CULTURE AS SEEN IN THEATER AND ART

Subtitle	The course will look at Japanese art and performance in different times.
Lecturer(s)	OSHIMA, AKIRA M.
Credit(s)	2
Academic Year/Semester	2025 Spring (1st Half)
Day/Period	Mon.4/Fri.4
Campus	Mita
Classroom	436
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	54350
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-01

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The course will look at premodern Japanese art and performance and examine them both in historical context and what common aesthetic principles they have.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training
Discussions, Debates

Preparatory Study

Do the required readings and look at the visual material carefully.

Course Plan

Lesson 1

Class 1: 4/11 Friday 4th period (14:45 – 16:15) Part I: Introduction – Ancient Roots that Blossom in the Present
Class 1, Art history and ancient Japan

Lesson 2

Class 2: 4/14 Monday 4th period (14:45 – 16:15) Class 2, Anthropology and Imperial court

Lesson 3

Class 3: 4/18 Friday 4th period (14:45 – 16:15) Classical Imperial Japan

Class 3, Heian and the Poetic Tradition

Lesson 4

Class 4: 4/21 Monday 4th period (14:45 – 16:15) Class 4, The Generative Power of Kernels of Poetry: “Tales of Ise”

Lesson 5

Class 5: 4/25 Friday 4th period (14:45 – 16:15) Part III: MUROMACHI – The Crucible of Japanese Culture as Seen Through Noh and Kyogen

Class 5, Muromachi history and culture

Lesson 6

Class 6: 4/28 Monday 4th period (14:45 – 16:15) Class 6, Atsumori

Lesson 7

Class 7: 5/2 Friday 4th period (14:45 – 16:15) Class 7, Onna noh

Lesson 8

Class 8: 5/9 Friday 4th period (14:45 – 16:15) Class 8, Two kyogen plays

Lesson 9

Class 9: 5/12 Monday 4th period (14:45 – 16:15) Part IV: Edo

Class 9, Edo Culture

Lesson 10

Class 10: 5/16 Friday 4th period (14:45 – 16:15) Class 10, Aragoto

Lesson 11

Class 11: 5/19 Monday 4th period (14:45 – 16:15) Class 11, Onnagata

Lesson 12

Class 12: 5/23 Friday 4th period (14:45 – 16:15) Class 12, Narukami

Lesson 13

Class 13: 5/26 Monday 4th period (14:45 – 16:15) Class 13, Puppets and Sonezaki

Lesson 14

Class 14: 6/2 Monday 4th period (14:45 – 16:15) Part V: Conclusion

Class 14, Meiji Transformation

Other

Review

Method of Evaluation

Grading will be based on participation and 3 short essays.

Textbooks

All the required readings will be posted online.

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	2025 Spring (2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	443
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	51399
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course focuses on the Supreme Court of Japan.

The first lessons will introduce the origin, structure and functions of the Japanese judiciary and in particular the Supreme Court, who its judges are and how they got there.

The second part of the course will provide an overview of the most important cases decided by the Supreme Court.

Depending on circumstances and availability, one lesson may consist of a field trip to the Supreme Court. Some lessons will be based on student presentations or teamwork.

Active Learning Methods [Description](#)

Presentations

Group work

Preparatory Study

Students should have a basic knowledge of Japanese history and society in the 20th century. A legal background is not required, but students unfamiliar with basic concepts of constitutional and procedural law will need to fill in the gaps.

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 legal professions. 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

Depending on availability, 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 mandatory and suggested 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, occasional team presentations 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

UNDERSTANDING DIFFERENT CULTURES

Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Spring
Day/Period	Wed.2
Campus	Mita
Classroom	522
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	28974
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-86

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The goal of this course is to develop an understanding of different cultures, particularly focusing on how to address events and challenges that arise when living in a foreign cultural environment. Students will examine the differences between living in their home country and in a foreign culture, reflecting on these differences. Students will explore what strategies are most effective when adapting to intercultural settings.

Each student will introduce their own culture, analyze the differences between their culture and Japanese culture, and present their findings. The ultimate goal is for students to acquire the skills needed to live respectfully in any intercultural context, while valuing and respecting the cultures of others.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training

Presentations

Discussions, Debates

Group work

Problem-based learning

Preparatory Study

Please read the textbook in advance to prepare for the content we will cover in class. Additionally, as homework, practice creating a presentation based on information obtained in class.

Course Plan

Lesson 1

Introduction of the course, etc.

Lesson 2

Discussion about Clothing, Food, and Housing in Your Country and Japan.

Lesson 3

Introduction of the Culture Map/ Listening to the Air: Communicating Across Cultures

Lesson 4

The Many Faces of Polite: Evaluating Performance and Providing Negative Feedback

Lesson 5

Why Versus How: The Art of Persuasion in a Multicultural World

Lesson 6

How Much Respect Do You Want?: Leadership, Hierarchy, and Power

Lesson 7

Big D or Little d: Who Decides, and How?

Lesson 8

The Head or the Heart: Two Types of Trust and How They Grow

Lesson 9

The Needle, Not the Knife: Disagreeing Productively/8. How Late Is Late? Scheduling and Cross-Cultural Perceptions of Time

Lesson 10

Epilogue: Putting the Culture Map, Preparation for the Presentation

Lesson 11

Presentation

Lesson 12

Presentation

Lesson 13

Presentation

Lesson 14

Presentation, Review of the course, Quizzes

Other

Review of the course, Quizzes

Method of Evaluation

Grading percentages are as follows; Class participation: 30%, Assignments and Quizzes: 20%, Writing an essay (800-1000 words): 20%, Presentations (Group Presentation, Individual/Group Presentations): 30%.

Textbooks

The Culture Map: Breaking Through the Invisible Boundaries of Global Business, Erin Meyer, English.

Lecturer's Comments to Students

In this course, please actively share your unique experiences and ideas. Through daily life experiences in Japan, including cross-cultural encounters and challenges, this course aims to understand as many similarities and differences between your own culture and Japanese culture as possible. The goal of this course is not to find the "right answers," but to build an understanding of different cultures based on your own experiences and cultural background. Especially through discussions and presentations, learn as much as possible from your classmates' diverse cultural perspectives.

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: konagasumiwa@gmail.com

Keio University Syllabus and Timetable

UNDERSTANDING DIFFERENT CULTURES

Subtitle	What the Author Says, What the Teacher Says, and What I Say.
Lecturer(s)	NAGASU, MIWAKO
Credit(s)	2
Academic Year/Semester	2025 Fall
Day/Period	Fri.2
Campus	Mita
Classroom	132
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29067
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-86

[▼ Detail](#)

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The goal of this course is to foster intercultural understanding, with a focus on addressing challenges that arise when living and working in foreign cultural environments. Students will compare their home culture with Japanese culture and reflect on similarities and differences. Through interactive discussions, group activities, and presentations, students will explore strategies for adapting to intercultural contexts. In addition to The Culture Map by Erin Meyer, supplementary readings and case studies will be introduced. The ultimate aim is for students to acquire the skills to live and work respectfully in diverse cultural settings, while valuing and respecting the perspectives of others.

Course Objectives / Learning Outcomes

By the end of this course, students will be able to:

- *Reflect on and articulate their own cultural values and perspectives.
- *Analyse similarities and differences among their home culture, Japanese culture, and other cultures.
- *Develop strategies for effective adaptation in intercultural settings.
- *Practice and demonstrate respectful communication and collaboration in multicultural group work.

Active Learning Methods [Description](#)

Lab / Skill-development / On-site training

Presentations

Discussions, Debates

Group work

Problem-based learning

Preparatory Study

Please read the textbook in advance to prepare for the content we will cover in class. For Assignment 4 – Individual and Country Cultural Profile (based on The Culture Map), you are required to submit one PowerPoint slide each week before class. These weekly slides will be used as the basis for class discussions and will gradually build your final cultural profile, as well as support the preparation of Assignment 2 – Essay: Culture Map and Assignment 3 – Final Individual Presentation.

Lesson 1

Introduction of the course

Lesson 2

Discussion about Clothing, Food, and Housing

Lesson 3

Chapter 1. Listening to the Air: Communicating Across Cultures

Lesson 4

Chapter 2. The Many Faces of Polite: Evaluating Performance and Providing Negative Feedback

Lesson 5

Chapter 3. Why Versus How: The Art of Persuasion in a Multicultural World

Lesson 6

Chapter 4. How Much Respect Do You Want?: Leadership, Hierarchy, and Power

Lesson 7

Chapter 5. Big D or Little d: Who Decides, and How?

Lesson 8

Chapter 6. The Head or the Heart: Two Types of Trust and How They Grow

Lesson 9

Chapter 7. The Needle, Not the Knife: Disagreeing Productively and Chapter 8. How Late Is Late?: Scheduling and Cross-Cultural Perceptions of Time

Lesson 10

Epilogue: Putting the Culture Map, Preparation for the Presentation

Lesson 11

Final Individual Presentations

Lesson 12

Final Individual Presentations

Lesson 13

Final Individual Presentations

Lesson 14

Final Individual Presentations, Course Review

Other

Method of Evaluation

【Method of Evaluation (100%)】

*Class Participation + Individual Participation: 30%

*Group Presentation: 10%

*Assignment 1 – Essay: My Cross-Cultural Experiences in Japan: 15%

*Assignment 2 – Essay: Culture Map: 15%

*Assignment 3 – Final Individual Presentation: 15%

*Assignment 4 – Individual and Country Cultural Profile (based on The Culture Map): 15%

*Final grades will be calculated based on the above distribution and converted into Keio University's official grading scale (S: 100–90, A: 89–80, B: 79–70, C: 69–60, D: 59–0). Deadlines and attendance requirements will be applied consistently for all students, in fairness to everyone.

【Policy on Attendance and Participation】

*Class Participation: 20% (Attendance 10 points, punctuality 5 points, absence 0 points.)

*Individual Participation: 10% (10 points: active contribution in discussions and group work)

*Group Presentation: 10%(10 points: active contribution in discussions and group work)

In accordance with the academic regulations of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), and considering that this course is conducted in an active learning format, the following policy applies:

- This course consists of 14 class sessions. To be eligible for credit, students are expected to attend at least 10 sessions.
- Students who accumulate 5 or more absences, or who have 4 absences combined with additional late arrivals or early departures, will not be able to earn credit for the course.
- Three late arrivals or early departures will be counted as one absence.
- In accordance with MEXT regulations, even excused absences (such as illness or official university activities) are included in the total absence count.
- Because this course emphasizes active learning—including group discussions, presentations, and collaborative projects—regular attendance and punctuality are essential not only for your own learning but also for maintaining fairness and supporting your peers.
- Students are responsible for monitoring and managing their own attendance records.

【Policy on Assignments】

• Assignments : 10 points for on-time submission, 5 points if submitted within 5 days with prior email notice, 0 points after 5 days.

• Detailed rubric will be provided. Please review it carefully to understand the evaluation criteria. Grades in this course will not be based on the quality of your cultural background or personal experiences. Instead, evaluation will focus on how well you can express your own ideas and reflections in English through assignments and discussions. Because the course involves sharing cultural experiences, you may sometimes discuss personal topics. Please be mindful of this and participate with respect for both your own privacy and that of your classmates.

***Note: In the Spring 2025 semester, more than 94.6% of students successfully earned credit. This shows that students who attended regularly, submitted assignments on time, and participated actively were able to succeed. This course is designed for students who want to learn new things, collaborate with others, and challenge themselves. To make the most of this opportunity, you must place your academic work as your top priority. Regardless of part-time jobs or travel, success in this course depends on coming prepared, meeting deadlines, and contributing actively to class activities.

Textbooks

The Culture Map: Breaking Through the Invisible Boundaries of Global Business, Erin Meyer, English.

Lecturer's Comments to Students

In this course, you are encouraged to actively share your unique experiences and ideas. By reflecting on your daily life in Japan, including cross-cultural encounters and challenges, you will compare similarities and differences between your own culture and Japanese culture. The goal is not to find the “right answer,” but to deepen your understanding of cultures through your own experiences and perspectives.

A student once reflected:

"I like that we were given the opportunity to speak freely in class. We were able to voice our opinions, even when they were different from other students' or more controversial. I also like that we were able to hear a lot from students from other countries as well. This helped me to look more introspectively into what my culture is actually like and why I act the way I do."

This course is about learning to listen, reflect, and speak with respect. I hope you continue to use your voice freely, even when your opinions are different, and keep exploring both your own culture and others. That is what intercultural understanding truly means.

【AI Usage Policy (Conditional Permission)】

Generative AI tools may be used only for:

Brainstorming, outlining, or preliminary research (you must check accuracy).

Rules:

*Clearly state when and how AI was used. Example: "Drafted outline with ChatGPT (20%)."

*Do not copy AI text directly. Your work must show your own thinking.

*References must be verified by yourself.

*AI use must not exceed 50% of the work in total. More than 50% = "0 point: Not submitted."

Question/Comments

I will be available to meet with students after class for questions and consultations. Additionally, I am available to answer questions via email: cm.ko.miwa.nagasu@gmail.com.

I will do my best to reply as soon as possible; however, please understand that in some cases a response may take longer.