

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

日本における芸術と文化／アートワークショップ 2 単位 (春学期)

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

日本における芸術と文化／アートワークショップ 2 単位 (秋学期)

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

HISHIYAMA, YUKO
菱山 裕子

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

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

Course Plan:

1 Introduction.

Japanese handicrafts 1

Traditional technique of Japanese handicraft. Understanding of craftsmanship.

2 Japanese handicrafts 2

Workshop.

Traditional technique of Japanese handicrafts. Understanding of craftsmanship.

Experience of traditional handicrafts.

3 "Self-portrait" 1

Studio work.

Drawing, Painting, Photo, Illustration, Computer Graphics, etc.

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

Presentation after the completion of the work.

4 "Self-portrait" 2

Studio work.

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

Presentation after the completion of the work done.

5 Culture in Japan 1

Small trip to Shitamachi area. Research and sketch/photo shooting.

Research of townscape. Architecture. Garden. Shop sign/designs.

Advertisements. Making a collage and a story with recorded photo images/sketches.

6 Culture in Japan 2

Small trip to Shitamachi area. Research and sketch/photo shooting.

Research of craft, arts, food and fashion. Visiting artists' studio or exhibition, and discussion with artists. Research on a Japanese fashion style. Making a collage and a story with recorded photo images/sketches.

Research trip might be held outside of class hours.

7 Japanese Traditional Performing Arts 1

Lecture and workshop.

Studying about Japanese classical theater art.

8 Japanese Traditional Performing Arts 2

Lecture and workshop.

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

9 Architecture, Design and Contemporary Art in Japan 1

Students study a Japanese architecture and his works. Research and understanding of designs in Japan. Visiting museums in class hours.

10 Architecture, Design and Contemporary Art in Japan 2

Students study a Japanese design and Contemporary Art. Research and understanding of designs in Japan. Visiting museums in class hours.

11 Today's Performing Arts in Japan 1

Workshop.

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

12 Hand Lettering, poster designs and typography inspiration.

Studio work.

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

13 "Student Art Exhibition"

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

Other Coursework and Assignments

Method of Evaluation:

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

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

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

Textbooks:

There will be no textbook for this class.

Reading assignments will be given as handouts.

Reference Books:

Recommended readings will be provided by the lecture.

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

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

OKUGAWA, IKUKO
奥川 育子

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

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

Course Plan:

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

Other Reflection and Final Review

Method of Evaluation:

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

Textbooks:

『にほんごで働く！ビジネス日本語30時間』(スリーエーネットワーク)

Lecturer's Comments to Students:

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

Attendance at the first session is mandatory.

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

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

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

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

Education in East Asian Societies

HAMMOND, CHRISTOPHER
ハモンド, クリストファー

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

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

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

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

Course Plan:

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

Other Final presentation feedback

Method of Evaluation:

Attendance, Participation: 40%
Research-based presentations: 60%

Textbooks:

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

Reference Books:

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

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

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

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

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

Lecturer's Comments to Students:

Adequate preparation and active participation are expected for this course.

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

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

MAGNIER-WATANABE, REMY
マニエ ワタナベ, レミー

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

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

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

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

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

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

Course Plan:

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

Other Business Plan Presentations

Review

Method of Evaluation:

Participation (10%). All students are expected to participate actively in class discussion. This includes evidence of thorough prior preparation of course materials, engaging in exercises, etc. Attendance at all session is required except in previously arranged cases/emergencies.

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

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

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

Textbooks:

There is no required textbook for this class.

Required case

"Icedelights", by Michael J. Roberts

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

Reference Books:

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

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

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

Questions/Comments:

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

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

異文化比較を通じての日本理解 2 単位(春学期)

Understanding Japan through Cross-Cultural Comparison

SHAULES, JOSEPH

シヨールズ, ジョセフ

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

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

Course Plan:

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

Independent study

Method of Evaluation:

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

Textbooks:

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

Reference Books:

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

Lecturer's Comments to Students:

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

FRENCH AND EUROPEAN POLICIES IN ASIA SINCE WWII

2 credits (Spring)

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

FRENCH AND EUROPEAN POLICIES IN ASIA SINCE WWII

2 credits (Fall)

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

VAYSSET, OLIVIER
ヴェッセ, オリヴィエ

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

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

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

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

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

Course Plan:

- 1 Introduction to the course.
- 2 The complex situation of the French colonies in Asia since WWII.
- 3 The Indochina War and its consequences.
- 4 General de Gaulle's diplomacy in Asia (1958-1969). La politique de grandeur.
- 5 President Pompidou (1969-1974) - continuity and innovation.
President Giscard d'Estaing diplomacy (1974-1981). The key point of his foreign policy.
- 6 President Mitterrand's policy in Asia (first mandate 1981-1988 - second mandate 1988-1995). An active policy without consistency.
- 7 President Chirac's policy in Asia (1995-2007). An Asian policy determined by France relation with China.
- 8 President Sarkozy's policy in Asia (2007-2012). Asia is not one entity.
- 9 President Hollande's policy in Asia (2012-2017). New "Inso-Asia-Pacific" French policy. (1)
- 10 President Hollande's policy in Asia (2012-2017). New "Indo-Asia-Pacific" French policy. (2)
- 11 President Emmanuel Macron (2017-2022) - Indo-Pacific Axis. New Vision of Asia.
- 12 France Economic relations & Arms sales with Asian countries.
- 13 Asian EU policy.
- Other 14. Evaluation of the lecturer. Soft Power.
15. Evaluation of the students.

Method of Evaluation:

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

Textbooks:

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

Reference Books:

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

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

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

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

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

KISSINGER Henry: Diplomacy (1994).

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

LONDON Jack: about Korea as a war correspondent 1904.

MALRAUX André: Man's Fate 1933.

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

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

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

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

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

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

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

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

THE ECONOMIST: Pocket World in figures. 2020 edition.

www.OSPREYPUBLISHING.COM (illustrated collection on Wars)

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

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

Lecturer's Comments to Students:

1. at the last course.

Questions/Comments:

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

SINO-JAPANESE RELATIONS IN PERSPECTIVE 2 credits
(Spring)

日中関係概論 2 単位(春学期)

NIQUET, VALERIE
ニケ, ヴァレリー

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

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

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

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

Course Plan:

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

Presentation of the papers

Method of Evaluation:

Participation in class: 60 %

Final exam: 40 %

Textbooks:

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

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

Reference Books:

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

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

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

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

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

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

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

Lecturer's Comments to Students:

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

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

鈴木 理恵

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

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

Course Plan:

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

Other None

Method of Evaluation:

1. Attendance (15%)
2. Participation (25%)
3. Presentation (25%)
4. Final report (35%)

Textbooks:

Materials will be provided in class.

Reference Books:

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

Lecturer's Comments to Students:

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

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

日本のオタク文化と多国籍的關係 2 単位 (春学期)

SUGIURA, KAZUNORI
杉浦 一徳

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

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

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

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

Course Plan:

- 1 **"Japanese Otaku Culture Surrounded and Distributed in Akihabara"** There are always relations between the Japanese "Otaku Culture" and its distributed location. "Akihabara" is one of the areas in Japan making an excessive influence on "Otaku Culture". The first three weeks of this course will start out with introduction, and understanding a place called "Akihabara" in Tokyo: a presentation layer of Japanese "Otaku Culture". We will also learn the "Shift", "Change" and "Transformation" in Akihabara to analyze based on social cultural perspective. We will also share virtual tour to "Akihabara" with videos. During this virtual tour, we will check the co-existence of "Media Contents (Software)", "Hardware" and "Service" in Akihabara, influencing and re-inventing each other creating endless cycle of evolution.
- 2 **"Akihabara Tour"**
We will be creating a group. The entire group will be going to Akihabara as a walking tour with some of the themes discussed on first class. During the tour, we will check the co-existence of "Media Contents (Software)", "Hardware" and "Service" influencing and re-inventing each other creating endless cycle of evolution inside "Akihabara" We will also keep in mind its changes in evolution while we do our next tour in the latter half of this course in spare time. Please note it is not mandatory to join this Akihabara tour if you are already a frequent Akihabara tourist.
- 3 **"Video Game Console and Gaming Industries Part 1"**

Nearly 40 Years have passed since video games has infiltrated in our culture. Second day, we will look into the history of game industries to know the creative evolution with its technologies behind. The interactive design, including game design, are "transparent design" which you cannot see in reality, but within the game itself. We will learn the implementation of these designs rooted on psychological desire, sense and physical instinct of "Otaku". Meritocracy coupled together with metacognition are also important factors on video gaming.

- 4 **"Video Game Console and Gaming Industries Part 2"**
- 5 **"Gaming and Network"**
Networks, connecting computers on both ends, actually connected a peoples' interaction that are using them. This session will introduce the figurative implementation based upon Japanese "Omotenashi" pursue and technology used in the network games.
- 6 **"Doujin and Comike Part 1"**
Creative contents sold in Comike (Comic Market) and Doujin conventional events are the essence for the Otaku people in Japan and now spreading worldwide. We will learn the kinds of contents being created and distributed in such events, and also know the facts, motives, and technologies of the most famous and attractive otaku events of all: "Comike", more than 650 Thousand people participate in only 3 days. We will also look into the management and operation process of such "Otaku" event.
- 7 **"Otaku Event Management"**
Otaku is somewhat socialized people. we will discuss about how otaku events are being handled and managed.
- 8 **"Cosplay and Event"**
"Role-playing" to become Anime and Comic character is once given birth by the "board game" ages. Japanese Otaku cultures have evolved such "role-playing" to one of MR (Mixed Reality) transparent expression. We will understand the expression techniques, technologies of "Cosplay", and also seek into rational desires contained in its expressions. Anime and Comike cultures have given new expression to creativity.
- 9 **"Kigurumi"**
Kigurumi is a new expression scheme to become a character of contents. In this session, we seek how otaku kigurumi enthusiasts experience the kigurumi culture.
- 10 **"Creative Expression (Ita-sha and ETC)"**
Majority of Otaku creations are disclosed and presented to public as a work of art and as a cultural expression. We will seek the evolution principle of Otaku culture based on handicap principle expressed by Amotz Zahavi. We focus on Designs of "痛車(Ita-sha or Ouch Cars), decorating stickers or directly painting an Anime characters to body of the car. What are the psychological backgrounds and motivations to create such art? What are the creative technologies used for creation? How can we apply these powers to new innovations?
- 11 **"Idol and Passionate/Braves:漢(おとこ), Instinct, sense, and desire Part 1"**
Otaku(Wotaku) motivated from Idols are also called as Passionate / Braves: "漢(おとこ)". Within these practices of ever-changing popularity against the collection of idols, we will seek into its management and stealth marketing strategy to keep these Wotaku in a position to support Idol (Ideal) world. With a specific example, we will also discuss the limitation in the Idol market based on its capitalism society of passionate Wotaku organizational cohesion community equipped with its social Darwinism.
- 12 **"Moe, Simulacra, Desire, and Motivation"**
What is "Moe(萌え)"? With specific example of creation from pop cultures, we will seek for the hints of its origins and essence. Why is there a culture that created a character called "Otokonoko(男の娘)": a Boy in cute girls' outfit? With a mixture of the pop culture and the Real world that we live in, we will evaluate a form of "Moe" based upon some of the perspective such as a life given from creation of "Lolicon: Lolita Complex", and "Shota" or the personification of inorganic forms(擬人化).
- 13 **"Group Work Presentation"**

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

Other **"Future of Otaku"**

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

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

Method of Evaluation:

Evaluation Scheme will be as follows:

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

Textbooks:

Text books and materials will be announced during the lectures.

Reference Books:

Text books and materials will be announced during the lectures.

Lecturer's Comments to Students:

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

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

Questions/Comments:

TARGET SCOPE:

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

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

Assuming Target:

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

* Whom involved in “Otaku” Activities

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

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

OKUGAWA, IKUKO
奥川 育子

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

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

Course Plan:

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

Other Reflection and final review

Method of Evaluation:

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

Textbooks:

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

Lecturer's Comments to Students:

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

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

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

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

TOKUNAGA, TOMOKO
徳永 智子

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

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

Course Plan:

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

Method of Evaluation:

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

Textbooks:

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

Reference Books:

1. DeCoker, G., & Bjork, C. (Eds.). (2013). *Japanese education in an era of globalization: culture, politics, and equity*. New York: Teachers College Press
2. Goodman, R., Imoto, Y., & Toivonen, T. (2012). *A sociology of Japanese youth: from returnees to NEETs*. London & New York: Routledge
3. Gordon, J. A. (2010). *Challenges to Japanese education: economics, reform, and human rights*. New York and Yokohama: Teachers college and Seori-shobo
4. Tokunaga, T. (2018). *Learning to belong in the world: An ethnography of Asian American girls*. Singapore: Springer
5. Tsuneyoshi, R. K., Okano, K. H., & Boocock, S. S. (2011). *Minorities and education in multicultural Japan: an interactive perspective*. Abingdon, Oxon; New York: Routledge

6. Yonezawa, A., Kitamura, Y., Yamamoto, B. & Tokunaga, T. (Eds). (2018) *Japanese Education in a Global Age: Sociological Reflections and Future Directions*. Singapore: Springer
7. Willis, D. B., & Rapple, J. (2011). *Reimagining Japanese education: borders, transfers, circulations, and the comparative*. Oxford: Symposium Books

Lecturer's Comments to Students:

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

SOCIOLOGY OF EDUCATION 2 credits (Spring)

教育社会学 2 単位(春学期)

Focus on Globalization and Development of Education in Asia

Lecturer DAWSON, WALTER

講師 ドーソン, ウォルター

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

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

Course Plan:

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

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

Method of Evaluation:

Midterm Paper-25%

Debate Reflection Paper-25%

Presentation-25%

Final Paper-25%

Textbooks:

All materials will be uploaded to a Google Drive

Lecturer's Comments to Students:

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

Questions/Comments:

dawson@icu.ac.jp

JAPANESE BUDDHISM AND SOCIAL SUFFERING 2 credits
(Spring)

日本仏教と現代社会 2 単位(春学期)

JAPANESE BUDDHISM AND SOCIAL SUFFERING 2 credits
(Fall)

日本仏教と現代社会 2 単位(秋学期)

Priests and Temples Reviving Human Relationship and Civil Society

WATTS, JONATHAN S.

ワッツ, ジョナサン S.

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

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

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

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

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

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

Course Plan:

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

Other Review of course themes & Preparation for final report

Conclusion and Reflection

Method of Evaluation:

There will be two important aspects to evaluation:

- 1) regular participation: attendance, homework reading, discussion, and participation in class.
- 2) group project:
choose one of the main themes in the class →
attend a field trip related to that theme →
together in a group help facilitate class discussion during one class →

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

Textbooks:

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

Reference Books:

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

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

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

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

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

Lecturer's Comments to Students:

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

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

Questions/Comments:

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

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

飯野 文

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

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

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

Course Plan:

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

Other A report assignment relating to case studies will be indicated.

Method of Evaluation:

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

Textbooks:

Original handouts or materials will be provided.

Reference Books:

Reference books or materials will be indicated if necessary.

Lecturer's Comments to Students:

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

Questions/Comments:

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

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

最高裁判所一構造、機能、判例 2単位(春学期)

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

ORTOLANI, ANDREA

オルトラーニ, アンドレア

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

This course will focus on the Supreme Court of Japan.

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

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

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

Course Plan:

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

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

Method of Evaluation:

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

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

Textbooks:

There is no mandatory textbook.

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

Reference Books:

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

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

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

Lecturer's Comments to Students:

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

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

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

Workload for the course will consist in reading about 30 pages per week and in 2 micro-exams.

Questions/Comments:

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

JAPAN'S POSTWAR RESURGENCE 2 credits (Spring)
戦後日本の再生 2 単位 (春学期)

Reporting, Writing and Analysis of the Media

HOLLEY, DAVID R.
ホーリー, デイヴィッド R.

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

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

Course Plan:

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

Discussion of journalistic ethics and how Internet journalism impacts ethical questions such as the degree of certainty journalists should have about the accuracy of material before it is presented to the public. In-class exercise writing a feature article concerning Japan's economy. Discussion of story ideas for students' third homework assignment.

- 11 Discussion of job opportunities in journalism. In-class exercise writing a hard-news article about Japanese business.
 - 12 Discussion of why understanding journalism and the pressures that reporters face is valuable for non-journalists. In-class exercise of copyediting.
 - 13 In-class exercise writing a hard-news article based on a mock news conference presented by the instructor.
- Other Analysis of a foreign newspaper's feature article about Japanese fine arts or traditional culture. In-class exercise of organizing and writing a feature story about Japanese culture using material presented by the instructor.

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

Method of Evaluation:

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

Textbooks:

Reading materials will be distributed in class.

Lecturer's Comments to Students:

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