

科目一覧

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MAN300LF

ESOP:日本の資本主義の形成と起業家精神 (Japanese Capitalism and Entrepreneurship)

Julia YONGUE

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 火 3/Tue.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

To explore (1) the particularities of Japanese capitalism, (2) the formation and evolution of Japanese business, and (3) the role of entrepreneurs and innovation in the development process.

【Goal】

(1) To define and discuss the meaning of “capitalism” in the Japanese context and (2) to acquaint students with the characteristics of Japanese business and the actors (entrepreneurs, policy-makers, consumers) involved in its development.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Interactive lectures, discussions, and guided museum visits designed to provide students with theoretical and practical knowledge of the key concepts covered in the course.

*Feedback on assignments/tests during office hours and/or during class.

*Note : This course will be conducted fully online.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction to the course	What is capitalism? How have entrepreneurship and innovation contributed to Japanese business development?
2	Exploring the Roots of capitalism/entrepreneurship in the Tokugawa Period	Lecture and discussion on this period
3	Early development of capitalism/entrepreneurship the Meiji period	Lecture and discussion on this period
4	Japanese capitalism/entrepreneurship in the Taisho period	Lecture and discussion on this period
5	Class field trip (1)	Guided visit of Edo Tokyo Museum or Showa National Museum (TBA)
6	Japanese capitalism/entrepreneurship in the War period	Lecture and discussion on this period
7	Japanese capitalism/entrepreneurship in the Occupation/Early Postwar period	Lecture and discussion on this period
8	Mid-term evaluation	Wrap up; quiz 1 or reflection paper
9	Japanese capitalism/entrepreneurship during the High Economic Growth period	Lecture and discussion on this period
10	Japanese capitalism/entrepreneurship during the Stable Growth Period	Lecture and discussion on this period
11	Japanese Capitalism/entrepreneurship during the bubble economy period	Lecture and discussion on this period
12	Japanese capitalism/entrepreneurship during the “lost decade(s)”	Lecture and discussion on this period
13	Class field trip (2)	Guided visit of Teikoku Databank Museum (during class)
14	Wrap up	Review; Quiz 2 or reflection paper

【Work to be done outside of class (preparation, etc.)】

Actively participating in all class discussions is essential to doing well in this course. Students are expected to prepare by doing all the required reading assignments before coming to class. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

All reading assignments and other materials will be made available on the course website or via the library databases.

【References】

(1) Jürgen Kocka, *Capitalism A Short History*, Princeton UP (2016).
(2) Michael A. Witt and Gordon Redding, *Asian Business Systems: institutional comparison, clusters and implications for varieties of capitalism and business systems theories*, *Socio-Economic Review* (2013)

【Grading criteria】

Students will be evaluated according to the following criteria.*

(1) Participation in discussions, museum visits, etc. (40%)

(2) Group work (30%)

(3) Two quizzes or reflection papers (30%)

*More information regarding the syllabus will be provided on the first day of class.

【Changes following student comments】

Some students asked me to evaluate their performance by using a test rather by assigning a final group presentation.

【Equipment student needs to prepare】

None.

SOC300LE

ESOP:家族とセクシャリティ (Families and Sexualities in Japan)

Saori KAMANO

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 火 4/Tue.4

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course gives an overview of contemporary family lives, systems, policies, as well as pertinent historical facts in Japan.

[Goal]

Through the course, students will obtain knowledge of how family life and sexuality are experienced and organized in contemporary Japanese society. They will acquire an understanding of the historical backgrounds of and empirical studies on various topics on families and sexualities.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course will be taught through lectures and audio-visual materials. In addition, students will give presentations, prepare for and participate in group discussions and write reaction papers. Feedback is given orally in class after discussion and presentation. Comments are also given in a written form to presenters and written assignments submitted.

*Note : This course will be conducted fully online.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Introduction to the course: What is "the family"? What do studies of "sexualities" include?; Details of the course structure
2.	Marriage and having children (1)	Institution of marriage; Demographic trends (1)
3.	Marriage and having children (2)	Declining marital rate and birthrate
4.	Lives of married couples (1)	Relationship between husband and wife; Housewives and motherhood; "Work-family balance"
5.	Marriage and having children (3); Lives of married couples (2)	Student presentations based on readings and/or survey of university
6.	Koseki system and variation in /alternatives to "the family" (1)	Koseki System; Divorce; Lone-parent families; Cohabiting couples and kongaiishi
7.	Koseki system and variation in /alternatives to "the family" (2)	Student presentations based on readings and/or survey of university students

8.	Sexual orientation and gender identity (1)	Same-sex couples, lesbians and gay men's lives
9.	Sexual orientation and gender identity (2)	Transgenders
10.	Sexual orientation and gender identity (3)	Student presentations based on readings and/or survey of university students
11.	Issues regarding reproduction (1)	Abortion and family planning issues; Reproductive technologies
12.	Issues regarding reproduction (2)	Student presentations based on readings and/or survey of university students
13.	Sex industry (1); International marriage (1)	Historical changes in and current state of the sex industry; public attitudes toward the sex industry; social issues in international marriage
14.	Sex industry (2); International marriage (2)	Student presentations based on readings and/or survey of university students, etc.

[Work to be done outside of class (preparation, etc.)]

Students are expected to prepare for one presentation. In addition, students are expected to read the assigned readings and review materials distributed after each class. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Students are expected to read the handouts and the assigned readings in place of "textbooks".

[References]

References will be provided for each topic in class.

[Grading criteria]

10% Participation
25% Presentation
20% In-class quizzes and reaction papers
45% Take-home final examination

[Changes following student comments]

Have reduced material to be covered, in response to student request.

[Equipment student needs to prepare]

Students are expected to download class materials through Google Classroom and/or HOPPI.

[Others]

The course is for students who have interest in families and sexualities, open-mindedness, and enthusiasm in learning. The course might not be for students who are uncomfortable with numbers, since many of the course materials consist of tables and graphs. Students who are interested in taking the class must attend the first class.

ART300LE

ESOP:日本のビジュアルアート (Visual Arts in Japan)

Shiho KITO

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 火 4/Tue.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

While you are waiting for a train in morning rush hour, you may have encountered slightly peculiar scenes in Japan: an office worker enjoying *manga*, a lady putting a *yuru-chara* keyholder on her upscale designer bag, or a train sliding into a station the interior and exterior of which is covered by printed *anime* characters.

Such visual art culture seemingly pervades and is well-accepted in Japan. Looking at the development of visual arts, can it help us to get a better understanding of people's idea or aesthetics, which such visual arts may embody?

This course explores relationships between the study of visual arts focusing on Modern and Contemporary eras and the expressions and ideas behind them. Adopting interdisciplinary and practice-based approaches to arts, media, and design, we will look at how visual arts and its aesthetics have shaped and influenced Japanese daily life and people's way of seeing things.

【Goal】

The course aims to nurture critical eyes for visual arts through lectures and practices while referring to correlated arts and design movements as well as historical backgrounds in and outside Japan. Gaining insights into how visual arts have been developed in Japan, students will obtain a deeper understanding of visual expression, visual language, ideas and aesthetics (e.g. *kawaii*, *ma*, *asobi*), as well as practical experience while working on a theme of your own, which to be discussed and decided in class for your own Visual Art Projects.
*Note : This course will be conducted fully online.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course uses a practice-based learning approach to develop students' understanding of visual arts in Japan. Students are expected to engage in weekly exercises supported by lectures discussing signature artists, designers and artworks. Exercises initially take the form of drawing activities that ask students to explore artworks visually. Working towards an individual approach, students are required to make artworks (in any media), to assemble them as visual art projects, and to present them in the form of portfolio books. To create a portfolio book, students are expected to use an online book printing service (suggestions will be given). To evidence the creative process, students are also expected to document the classes and activities in a workbook.

Submission of assignments and mutual feedback are to be uploaded on Slack.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Introducing the course and expectations
2.	<i>Hito</i> : Portraits	Exploring portraits in drawings and paintings

3.	<i>Sekai</i> : Landscapes	Exploring landscapes in drawings, paintings and photography
4.	<i>Monogatari</i> : Storytelling	Looking at picture scrolls, manga and anime as a means of storytelling
5.	<i>Manebu</i> : Appropriation	Reproducing or 'borrowing' artworks as your own
6.	<i>Mono</i> : Objects	Exploring objects in craft, sculpture, installation and figurines
7.	<i>Utsusu</i> : Reflection	Exploring photography and film
8.	<i>Tsutaeru</i> : Message	Exploring propaganda, graphic and commercial design
9.	Portfolio Preparation	Introducing available book printing service for portfolios
10.	Proposals	Presenting and discussing students' idea
11.	Peer Review	Making final amendments and adjustments to portfolios
12.	Research and Strategy	Discussing and reviewing work-in-progress in terms of chosen media and strategies
13.	Final Portfolio Review 1 / Submission	Final submission and feedback session
14.	Final Portfolio Review 2 / Presentation	Final presentation and feedback session

【Work to be done outside of class (preparation, etc.)】

Students are expected to prepare required materials for class (instructions will be given each week), as well as do assignments and self-directed research work, which may require around 1 hour. Students are expected to maintain a sketchbook describing/reflecting upon their creative activities and experience in each class. The visual art project will also require a number of hours spent outside of class in order to complete artworks and build the portfolio book. Visits to at least one art exhibition in/around Tokyo during the course will help with ideas and inspiration (suggestions will be provided). The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

No textbook will be used. Handouts and reading materials will be distributed in class.

【References】

Berger, John (1972/2008) *Ways of Seeing*, Penguin Books.
Clements, Jonathan (2013) *Anime: A History*, British Film Institute
Gravett, Paul (2004) *Manga: Sixty Years of Japanese Comics*, Laurence King.
Kamekura, Yusaku (2005) *Kamekura Yusaku no Design*, Rokuyosha.
Tanaka, Ikko et al (1998) *Tanaka Ikko: Graphic Master*, Phaidon Press.
Tsuji, Nobuo (2018) *History of Art in Japan*, University of Tokyo Press.
Tucker, Anne et al (2003) *The History of Japanese Photography*, Museum of Fine Arts Houston.
Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: students are expected to take part in weekly activities and submit class assignments and proposals for the final projects (instructions and goals are set for each assignment to be completed). More than 2 unexcused absences will result in failure of this course.

Portfolio Book: each student must produce a portfolio book (min. of 10 pages with no less than 6 visual images) in any media, which explores their own theme (to be discussed in class). Students will also be asked to use an online book printing service. Further details will be explained in class.

Research Workbook: students will be required to make weekly contribution to their workbooks (minimum of 2 pages per week) with class activities and self-directed research activities. In final review session, each student must make 3 min presentation about inspirations and learnings from research and how they influenced his/her visual art project.

The final grade is based on: Participation 20%, Portfolio Book (Visual Art Project) 50%, and Research Workbook 30%.

[Changes following student comments]

The students are satisfied with the class and said that it offers hands-on learning opportunities that combine practical components with supportive lectures. The instructor will keep the class structure as it is and will tune it to meet the interests of the students.

[Equipment student needs to prepare]

Students will need a laptop or smartphone, a workbook (e.g. blank sketchbook in B5-A4 size), a selection of drawing materials (e.g. colour pencil, pastel crayon, pen, pencil, brush, ink) and general stationary (e.g. glue, tape, scissors, ruler). Other specific art materials may also be requested although notification will be given. Students will also need access to a camera/mobile phone camera and a printer and know how to use it. Details of the required sketchbook and drawing materials will be given in class.

[Others]

Being naturally creative is not a requirement for this course, however, students are expected to come to class on time, participate and show interest. Please note that each student will be asked to pay for an online book printing service to produce his/her portfolio book. Printing will cost 300 - 4,000 yen according to size, number of pages, and print quality. Further details will be explained in class.

The instructor is a practising photographer and an independent curator who has work experience with international cultural organisations in Japan, India, and the U.K..

ARS300LE

ESOP:日本の戦争と歴史認識 (War and Memory in Modern Japan)

Hall Jeffrey JAMES

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 火 5/Tue.5

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

Japan is a nation that has undergone huge changes in the last 150 years, transforming from a feudal society ruled by warriors, to an expansionistic imperial state, and then to a modern democracy with a pacifist constitution. This course explores how issues of militarism, pacifism, and nationalism have shaped Japanese identity and history. One event that took place over 70 years ago – the Second World War – looms large over Japan's current politics and society. This course will explore how postwar Japan has struggled to come to grips with a war that was fought in the name of a "Greater East Asian Co-prosperity Sphere," yet resulted in millions of deaths throughout Asia and left Japan's major cities in ruins. The war brought about years of American Occupation and the adoption of a constitution that bans Japan from officially maintaining a military or waging war. Through lectures, group discussions, and student presentations, we will gain a better understanding of how these issues have influenced Japan's society, its domestic politics, and its relationship with its Asian neighbors. This course is not a traditional history of Japan's conduct in wars. Rather, it is an interdisciplinary examination of Japan's war experience and its impact on postwar Japan. This course will trace Japan's journey from a militaristic autocracy to a pacifist democracy.

【Goal】

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

- Demonstrate an understanding of social scientific approaches to historical memory, national identity, and nationalism
- Express viewpoints on various perspectives of current controversies in East Asia involving the remembrance of World War II
- Evaluate the importance of the pacifist and anti-war movement in postwar Japanese society & politics
- Analyze the domestic and international significance of the atomic bombings of Hiroshima and Nagasaki
- Integrate historical discussions into an understanding of the current security situation in East Asia, and Japanese political debates over re-militarization
- Construct analytical essays and engage in discussions concerning major issues

*Note : This course will be conducted fully online.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Class sessions will consist of lectures, discussions(in-class or via online forum posts), and viewing of documentary films. Feedback will be provided on weekly reading responses and points from responses will influence subsequent online discussion thread topics.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction / Background History	An introduction to the outline of the course and some background history on pre-modern Japan.
2.	Militarism, Empire, and War in Meiji Era Japan (2)	Part 1 of a discussion of Pre-World War I Japanese society and the military.
3.	Militarism, Empire, and War in Meiji Era Japan (2)	Part 2 of a discussion of Pre-World War I Japanese society and the military.
4.	The Interwar Years	World War I, Taisho Democracy, and the rise of Military influence
5.	The Pacific War (1)	A discussion of the international events leading the World War II, as well as gender and wartime Japan
6.	The Pacific War (2)	A discussion of the home front and air raids in Japan
7.	The Pacific War (3)	A discussion of the atomic bombings of Japan
8.	Defeat and War Crimes Trials (1)	A discussion of Japan's defeat in World War II

9.	Defeat and War Crimes Trials (2)	A discussion of Japan's surrender and the postwar war crimes trials conducted by the Allied Powers
10.	American Occupation (1)	The social and political changes brought about by foreign military occupation of Japan
11.	American Occupation (2)	The social and political changes brought about by foreign military occupation of Japan
12.	Postwar Reconciliation and Memory Disputes (1)	Part 1 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.
13.	Postwar Reconciliation and Memory Disputes (2)	Part 2 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.
14.	Postwar Reconciliation and Memory Disputes (3)	Part 3 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.

【Work to be done outside of class (preparation, etc.)】

Students should complete weekly reading assignments, and submit reading responses online. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

There is no required textbook. Instead, weekly readings will be distributed in PDF format via Hosei's online system.

【References】

- Benesch, Oleg. *Inventing the Way of the Samurai*. London: Oxford University Press, 2016.
- Dower, John W. *Embracing Defeat: Japan in the Wake of World War II*. New York: W.W. Norton & New Press, 2000.
- Eldridge, Robert D., and Paul Midford. *The Japanese Ground Self-Defense Force: Search for Legitimacy*. New York, NY: Palgrave Macmillan, 2017.
- Seaton, Philip A. *Japan's Contested War Memories: The "Memory Rifts" in Historical Consciousness of World War II*. New York: Routledge, 2010.

【Grading criteria】

Weekly Reading Responses (to be submitted online)- 30%

Midterm Paper (Paper Plan/Outline to be submitted online) - 20%

Class Participation - 10%

Final Paper (to be submitted online) - 40%

【Changes following student comments】

Greater grade value has been placed on reading responses and the class participation grade has been slightly reduced in value.

SOS300LE

ESOP:日本における人種的・民族的多様性 (Racial and Ethnic Diversity in Japan)

Chris H PARK

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 水 3/Wed.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This course introduces and examines the history of racial formation and ethnicity in Japan. Focusing on the period after 1868, students will explore the social construction of race, ethnicity, and nationhood in the nation-building project. In particular, this class scrutinizes the complex ways race and ethnicity have constructed in Japanese society and culture including how race and ethnicity have been defined; and how definitions have changed over time.

[Goal]

At the end of this course, you should be able to:

- Explain such concepts as race/ethnicity, nationalism, minority and diversity;
- Define the major sociological concepts applicable to the historical construction of racial and ethnic identity, intergroup relations, prejudice, discrimination, racism, immigration, assimilation, and multiculturalism;
- Analyze various primary and secondary sources including governmental policies, legislations, historical facts, and personal and collective narratives;
- Apply such concepts and theories to explain various race and ethnicity related social prejudice, privilege, and discrimination in contemporary Japan;
- Explain the dynamics of power relationships among racial and ethnic groups in Japan and how minority groups have negotiated the conditions of identity and citizenship in Japan;
- Demonstrate heightened sensitivity to political and cultural issues associated with race and ethnicity, gender, and social class in contemporary society.

*Note : This course will be conducted fully online.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

To complete this course, it is important that students have regular access to Hoppii and Zoom. The instructor will provide the basic framework in a lecture every week. However, it is essential for students to read each week's reading assignment prior to joining in the lecture. Also, students are expected to actively participate in and contribute to class discussions. This includes asking questions, seeking clarification, and offering your critical ideas and interpretation in each class. In addition, a small group of individuals will work on a 15-minute presentation on weekly readings. Further details will be announced in class.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction: Multicultural Japan? The myth of Homogeneity	Course overview, racial/ethnic composition of contemporary Japanese society
2	Understanding Race, Ethnicity, and Diversity in Japan	(Lecture and discussion based on : Millie Creighton, "Chapter 8: Soto Others and uchi Others: Imaging racial diversity, imaging homogeneous Japan" (pp. 211-238)

3	Defining Japaneseness	Lecture and discussion based on: Michael Weiner, "The invention of identity: 'Self' and 'Other' in pre-war Japan" (pp. 1-16) And Film: "Hafu: The Mixed-Race Experience in Japan (2013)"
4	Assimilation or Autonomy? The Buraku Liberation League and Japan's Outcast Group	Lecture and discussion based on: "Ian J. Neary, "Chapter 4: Burakumin in contemporary Japan" (pp. 50-78)
5	Fieldwork Or Movie Day	Visiting Tokyo's former Buraku district (Details: TBA)
6	Culture, Race, and Identity of Japan's Indigenous People: Ainu	Lecture and discussion based on: Richard M. Siddle, "Chapter 1: 'Race, ethnicity and the Ainu" (pp. 6-25)
7	Japan's Imperial Capitalism and Colonial Legacies (I): Okinawa or Ryuku?	(Lecture and discussion based on: Richard Pearson, "The Place of Okinawa in Japanese Historical Identity" (pp. 95-116)
8	Japan's Imperial Capitalism and Colonial Legacies (II): Zainichi	(Lecture and discussion based on: Erin Aeran Chung, "Chapter 3: Negotiating Korean Identity in Japan"(pp. 82-114)
9	Post-1990s: Dawn of "multicultural coexistence" (tabunka kyosei) policy	Discussion based on: Chikako Kashiwazaki, "Multicultural Discourse and Policies in Japan: An Assessment of Tabunka Kyōsei" (pp. 1-15)
10	Gender and Migration	Lecture and discussion based on: Mike Douglass, "The singularities of international migration of women to Japan: Past, present and future" (pp. 89-119)
11	"Bubble Economy" and the Return of Japanese Diasporas: What is 'Nikkei-jin'?	Lecture and discussion based on: Keiko Yamanaka, "'I will go home, but when?': Labor migration and circular diaspora formation by Japanese Brazilians in Japan" Labor migration and circular diaspora formation by Japanese Brazilians in Japan" (pp. 120-149)
12	Guest lecture	(Details: TBA)
13	Final Presentation I	Research Project
14	Final Presentation II	Research Project

[Work to be done outside of class (preparation, etc.)]

Complete all readings prior to attending each class is recommended. The average study time outside of class per week would be between 3-4 hours.

[Textbooks]

Handouts and reading materials will be provided by the instructor. Students can download reading materials on Google Drive.

[References]

- Denoon, Donald. 2001. Multicultural Japan: paleolithic to postmodern. Cambridge: Cambridge University Press.
- Bayliss, Jeffrey Paul. 2013. On the margins of empire: Buraku and Korean identity in prewar and wartime Japan. Boston, Mass: Harvard University Asia Center.
- Siddle, Richard. 2014. Race, resistance and the Ainu of Japan. Abingdon [u.a.]: Routledge.
- Weiner, Michael. 2009. Japan's minorities: the illusion of homogeneity. London: Routledge.

[Grading criteria]

Class Participation: 20%
Reaction Paper: 20%
Presentation on Readings: 20%

Final Presentation: 10%

Final Report: 30%

[Changes following student comments]

N/A

[Equipment student needs to prepare]

N/A

[Others]

Students are required to inform the instructor if they are going to absent for one of these cases such as medical reasons, job interviews, family emergency, and other circumstances. Students with special needs should contact the instructor as early as possible.

In addition, the classroom is an academic community. This means both instructor and students alike have obligation to respect each other's points of view and maintain a critical and yet open mind. To this end, all members of the community will preserve the rights and dignity of every individual.

ECN300LE

ESOP:上級経済学 (Advanced Economics)

Samuel OFORI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 水 5/Wed.5

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

Innovation plays an important role in economic growth. This course seeks to provide the foundational concepts and understanding of central aspects of Innovation. We will address questions such as: What is innovation? Are patents the best option and are there other ways of providing incentives to innovate? How do we measure Innovation? What are the linkages between Government, Businesses and Universities in facilitating R&D? Why and how do firms innovate, and what are some of the challenges they face? Students will explore these and other questions to understand this complex process of innovation. The latter part of the course will deal with the study of Japan's corporate network-the keiretsu- and some case studies on innovation in this globalized world.

[Goal]

By the end of the course, students should have grasped the various concepts of innovation, the role played by the various actors of the economy in spurring innovation, and the effects of innovations on economic growth.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Lectures and guided discussion are the fundamental methods to be used in the course. Students will have to turn in assignments based on the previous week's lecture/topic.

Submission of assignments and feedback are to be uploaded on the Learning Management System.

*Note : This course will be conducted fully online.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	The Nature and Importance of Innovation	Introduction to the course What is Innovation?
Week 2	The Nature and Importance of Innovation	Stages of Innovation Basic concepts in Innovation Process and Product Innovation Incentives to invent and Innovate
Week 3	The Nature and Role of Intellectual Property	Why Intellectual Property Rights (IPRs) are awarded? Main Forms of Intellectual Property Rights : Patents, Trademarks, Copyright, and Designs How firms Can benefit from IPRs IPR strategies
Week 4	The Measurement of Innovation and Productivity	Innovation Surveys Assessing the Inputs to Innovation Innovation Index R&D Expenditures Partial and Total Factor Productivity
Week 5	The National Innovative System	The Role of Universities, Government and Businesses The Role of R&D

Week 6	The National Innovative System	Government - University Axis University-Business Axis Government - Business Axis
Week 7	Innovative Firms and Market	Entrepreneurship and New Firms Innovation and Firms Empirical Evidence on Returns to Innovation
Week 8	Diffusion and Social returns	Epidemic and Rank models of Diffusion Network and Lock-in Effects Spillover and Social Returns to Innovation
Week 9	Innovation and Globalization	Effects of Innovation on Jobs and Wages International Knowledge and Technology Flows: Theory and Evidence International Aspects of IPRs
Week 10	Japan's Network Economy I	The Origins of Japanese Network Structures Emergence of Network Structures: From Meiji through Prewar
Week 11	Japan's Network Economy II	Transformation of Network Structures: The Wartime Economy Institutionalization of Network Structures: The Postwar Economy
Week 12	Japan's Network Economy III	Network Organization in Japan Keiretsu What Keiretsu Do: Performance Consequences
Week 13	Japan's Economy I	High Growth Era
Week 14	Japan's Economy II	The Bubble Burst and Recession

[Work to be done outside of class (preparation, etc.)]

Students are required to read assigned materials before class and be prepared to participate actively in class. Homework should be submitted on time. Late submission will not be entertained. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Swann, Peter.G. M. (2009). The Economics of Innovation An Introduction. Edward Elgar Publishing.

Greenhalgh, C. & Rogers, M. (2010). Innovation, Intellectual Property, and Economic Growth. Princeton, NJ: Princeton University Press.

Lincoln, R. J. & Gerlach, M. L. (2004), Japan's Network Economy: Structure, Persistence, and Change. Cambridge University Press. Case Studies from Harvard Business Publishing

Ohno, K. (2006), The Economic Development of Japan: The Path taken by Japan as a Developing Country, Grips Development Forum, <http://www.grips.ac.jp/forum/pdf06/EDJ.pdf>

[Students are not required to purchase textbooks]

[References]

None

[Grading criteria]

Evaluation is based on Homework/Assignments (50%), Project(20%), and a Final Exam (30%)

[Changes following student comments]

Not applicable.

[Others]

This course requires students to have intermediate knowledge of economics and business.

SOS300LE

ESOP:グローバル化する日本 (Global and Transnational Japan)

Kei TAKATA

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

This course looks at Japanese society through the lens of globalization and its transnational relations with foreigners and foreign societies. On the one hand, Japan's relative geographical isolation as an archipelago that is surrounded by the sea has cultivated a unique aesthetic culture that attracts people across the world in recent times, as well as being one of the driving forces behind its economic development. Yet at the same time, this could also be a critical factor in generating a peculiar social system and norms that sometimes generate a considerable gap with the "global standards." Hence, in theory, the global process would be an agency that shape, reshape and alter the social structure in both positive and negative ways. As such, how does globalization - the closer integration of the countries and peoples of the world, especially after the 1980s - affect the change in contemporary Japanese society? The course will explore this question through reading and discussing the effect of transnationalism - both inbound/import and outbound/export - on migration, work, civil society, tourism, education, family, culture, identity, language, Olympics among others. The course also introduces theoretical approaches to understand globalization and transnationalism.

【Goal】

The primary goal of this class is to gain an alternative understanding of Japanese society that could not be seen only observing from the perspective of the nation-state. Taking the transnational and relational approach would then provide us with insights to understand the why and how, as well as in what way Japan is changing in this contemporary era. Students are expected to gain skills and insights to critically analyze Japanese globalization through comparative approach with other countries from East Asian, North America, Europe among other regions that you are familiar with.

*Note : This course will be conducted fully online.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course follows a mixed lecture-seminar format, combining formal presentations, short lectures, and group discussions designed for ESOP students at Hosei. Each student is required to make a presentation on assigned readings during the semester. In the class, followed by the presentation, participants are expected to discuss the topics through critical readings of the materials. Students will choose a topic related to the themes of the course for the final paper.

The instructor will provide feedback to the presentations during the class. Students can also access the instructor during office hours (prior appointment needed).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	What is Globalization?	Theories of globalization and transnationalism; History of Globalization
3	Globalization and Japan	Globalization and Japan; Kokusaika and Gurōbaruka
4	Japanese Returnees	Japanese returnees; Kikokushijo; Youth
5	New Migrants in Japan	Contemporary migration from Asia; Student migration
6	Japanese Emigration	Japanese migration to overseas; Japanese in overseas; Labor migration
7	Mixed Race (Hāfu) and Identity	Globalization and racial hybridity; Hāfu, Daburu, Mixed
8	Multiculturalism and Cosmopolitanism	Multiculturalism and Cosmopolitanism; Tabunka Kyōsei; Multicultural city
9	Globalization, Culture and Politics	Transnational culture flow; Cool Japan; Nation branding
10	Globalization of Language	Global language; Englishinization
11	Globalization of Education	Globalization of higher education
12	Globalization and Tourism	Inbound tourism, Foreign tourists: Tourism and social change
13	Tokyo Olympics and Global Events	Tokyo Olympics; Global mega events; Globalization and Nationalism
14	Final Presentations	Student presentations on chosen topics

【Work to be done outside of class (preparation, etc.)】

- Reading assignments (every week)
- Preparation for reading presentation
- Preparation for project presentation
- Final paper

The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

Readings will be provided by the instructor.

【References】

Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】

Class Participation and Discussions: 20%
Presentations (Reading & Project): 30%
Final Paper: 50%

【Changes following student comments】

This is a new course and has not yet received student evaluations.

【Others】

- The schedule and detail may be subject to change.
- Detailed course descriptions, including the assignments, will be provided on the first day of the class.

【None】

None

【None】

None

【None】

None

【None】

None

発行日：2021/4/1

【None】
None

SOC300LE

ESOP:日本の社会問題 (Japanese Social Problems)

Sachiko HORIGUCHI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

We will draw on a "social constructionist" framework and examine how certain social problems have been discovered, defined, and dealt with in post-war Japan. We begin the course by providing an overview of sociological approaches, in particular, a social constructionist approach to social problems, and critically examining *Nihonjin-ron* (theories of Japanese-ness) to provide frameworks for approaching Japanese social problems. We will then discuss specific Japanese social problems around the family, education, youth, gender, work, and aging Japan. The aim of this course is to take critical perspectives into representations of Japanese social problems, particularly in the media, through taking a constructionist approach.

【Goal】

By the end of the course, students will be able to explain the "social constructionist" framework and apply it for making sense of Japanese social problems in post-war Japan. It is expected that students will develop a nuanced understanding of contemporary Japanese society through critically examining the social problems from sociological/anthropological perspectives.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Classes will primarily be based on discussions rather than lectures. It is therefore expected that students come to class having done the assigned reading and ready to discuss them. Every student will make a presentation (either individually or in groups) or write a paper on a chosen topic. Feedback will be given on the Learning Management System for assignments submitted on the Learning Management System, and in class for work done in class (e.g. presentations).

*Note : This course will be conducted fully online.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Making sense of Japanese social problems
2.	Sociological Approaches to Social Problems	Introduction to the social constructionist perspective on social problems (self introduction due)
3.	Approaches to Japanese Society: <i>Nihonjin-ron</i>	Overview of key concepts in <i>Nihonjin-ron</i>
4.	Critical Approaches to Japanese Society	Overview of critiques against <i>Nihonjin-ron</i>
5.	A Case Study of a Japanese Social Problem: <i>Hikikomori</i> (Youth Social Withdrawal)	Lecture of instructor's research on <i>hikikomori</i>
6.	Approaching Japanese Social Problems	Discussion of media reports on Japanese social problems (article assignment 1)
7.	Rethinking Motherhood and the Japanese Family	Examining gendered division of labor in the home through a case study of child abuse
8.	Suffering School-children	Examining <i>ijime</i> (bullying), <i>futoko</i> (school non-attendance), and violence in schools
9.	Education and "Internationalization"	Examining <i>kikokushijo</i> (returnees), their problems and privileges
10.	<i>Otaku</i> : From a "Moral Panic" to "Cool Japan"	Examining shifting interpretations of <i>otaku</i> subcultures
11.	LGBTQ: Accepted or Not?	Examining shifting perspectives on LGBTQ issues
12.	Gender & Work	Examining the <i>salaryman</i> masculinity through a case study of <i>karoshi</i> (death due to overtime work)

- | | | |
|-----|--------------------------------|--|
| 13. | Challenges of an Aging Society | Examining "good death" and care for the elderly |
| 14. | Summing up | Summary and discussion of media reports on Japanese social problems (article assignment 2) |

【Work to be done outside of class (preparation, etc.)】

Students should expect to spend about 4 hours every week outside of class for work related to this class. Every student should submit a self introduction of 200 words or 2-3 minute recording, including reasons for taking this course, topics of interest, and goals for the course. For assignments students may have missed due to late registration, it is their responsibility to submit them by the 4th session. Students must prepare reading notes on assigned readings prior to class. They will also use a significant amount of time outside class in preparation for an individual/ group presentation or a paper on a topic of their choice. They will also be expected to share articles for discussion in class twice during the semester.

【Textbooks】

We will not use a textbook.

【References】

Goodman, Roger, Yuki Imoto, and Tuukka H. I. Toivonen. *A Sociology of Japanese Youth: From Returnees to NEETs*. London: Routledge, 2012.

【Grading criteria】

Active class participation (participation in class discussions/completion of in-class tasks) 42%; reading notes (checked in 10 sessions, minimum A4 half page notes including key arguments, key terms & definitions, and a discussion question) 20%; self introduction 4% (200 word text or 2-3 minute recording, including reasons for taking this course, topics of interest, and goals for the course); 2 article assignments (5%x2, sharing an article on a Japanese social problem; in-class discussions of the articles will involve applications of a social constructionist approach to social problems) 10%; presentation/paper 20% (5-minute presentation or 1000-word paper on a topic of choice); end of semester essay reflection (200 words) on what you learned in the course 4%

【Changes following student comments】

Students commented that they would like to have more time for group/class discussions, so ample time for discussion is allocated. Students' preferences for assignments and topics have been incorporated into the course.

【Equipment student needs to prepare】

Hosei Learning Management System/Google classroom will be used.

【Others】

Prerequisites: None. You must attend the first class if you are interested in the course. You should be ready to read minimum 3-10 pages of academic text, to facilitate and join discussions, to make a presentations or to write an academic paper for an English-medium class. You should also be interested in and committed to the study of Japanese social problems.

SOS300LE

ESOP:メディア表現 (Media Representations)

Müge IGARASHI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

When you follow media outlets from different countries, you will notice that very similar events or concepts can be elaborated upon in very different ways. Some issues are covered more widely whereas some do not even make it to mainstream media outlets. Have you heard of "Las Tesis"? Do you know "Greta Thunberg"? Do you know the "#metoo" movement? What about the "#kutoo" campaign? How much do you know about the COVID-19 situation around the world?

Countries have dominant ideologies that are formulated through institutions of power and diffused through mainstream media. Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in. This determines what we are informed about and in which way. This class is designed for students to have media literacy through the analysis of identity formation linked to race, ethnicity, and gender in Japan.

Repetitive and stereotypical media representations have a significant impact on how we think about different events, minority groups or subcultures. Lectures will combine theories from cultural studies, media studies and gender studies to analyze stereotypical representations in mainstream media outlets in Japan.

Through this class, students will gain academic skills to identify these stereotypical media representations and to examine these from a critical perspective.

【Goal】

Each class will start with a theoretical introduction from either cultural studies, media studies or gender, followed by discussion on the media chosen by students.

The analysis of media will allow students to understand dynamics of media representations in Japan and to differentiate between mainstream ideology versus minorities and subcultures.

At the end of the semester, students will be equipped with enough knowledge to identify the discourse formulated by power institutions that sustain dynamics of how minority groups and disadvantaged groups are portrayed in the media and how mainstream ideas are reproduced and strengthened through media representations.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Students are required to participate in class discussion and share their views and ideas with their classmates while respecting different views and cultures.

There will be discussion sessions during which students will have the opportunity to work in small groups and discuss theories learned in class with examples before the mid-term and the final exams. All students are required to actively participate in discussion throughout the semester.

General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom system. Students who prefer to submit assignments and exams through HOPP II should contact the lecturer to receive feedback during office hours or by e-mail.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to class contents.
2	Representation Theory	Representation theory. Minority vs. majority. Stereotypes in the media.
3	Media Literacy	Media Literacy Worksheet 1. Description 2. Analysis 3. Interpretation 4. Evaluation 5. Engagement
4	Gender I	Femininity in Japan.
5	Gender II	Masculinity in Japan.
6	Gender III	Gender roles and child rearing in Japan.
7	Gender IV: Sexuality	Sexualization in the Media. Japan vs. the "West"
8	Discussion Session I	Social Construction of Gender in Japan and the Gender Gap. Mainstream representations in the media.
9	Race and Ethnicity I	Theory. Benedict Anderson, "Imagined communities." Representation of Japanese-ness in the media.
10	Race and Ethnicity II	Representation of foreign workers in Japanese media.
11	Race and Ethnicity III	Representation of foreign spouses and "Half" children in Japanese media
12	Race and Ethnicity IV	Media Representations of Muslims in Japan
13	Discussion Session II	Group Discussions on race and identity representations in Japanese media.
14	Final Exam and Wrap-up	Summary and final exam.

【Work to be done outside of class (preparation, etc.)】

Students are required to read assigned material before class and come prepared to discuss the content at each lecture.

Preparation for class will take about two hours per week depending on the students language proficiency, academic background, and familiarity with theories in assigned readings. The average study time outside of class per week would be roughly two hours.

There is homework every week, students are asked to bring a media that is relates to the topic to be covered in each lecture.

【Textbooks】

There will be no single textbook.

Lectures will rely on diverse books and texts, these will be made available to students through HOPP II as well as Google Classroom.

【References】

Students are expected to follow the news about Japan. Some useful links are as follows:

<https://mainichi.jp/english/>
<https://www.japantimes.co.jp/>
<https://japantoday.com/>
<https://the-japan-news.com/>

Students are more than welcome to share other media outlets in class.

【Grading criteria】

Participation10%

Homework10%

Discussion Sessions30%

Mid-term Exam25%

Final Exam25%

Grading criteria is subject to change in accordance with the number of students registered.

【Changes following student comments】

None.

[Others]

I recommend taking "Cultural Studies" or "Media Studies" classes during Fall semester and "Media Effects" class in Spring semester before taking this class.

MAN300LE

ESOP:マーケティング論 (Marketing in Japan)

Y.SUZUKI, Y.ARISAWA, K.TSURUMI, N.KANAZAWA, R.ITO

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 木 4/Thu.4

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

Students will learn actual marketing strategy and management in each of the following fields of industry as well as principles and concepts.

1. Consumer Goods
2. ICT (Information and Communication Technology)
3. Sogo Shosha (Integrated Trading Company)
4. Food
5. Automobile

[Goal]

Student will deepen their understanding on the peculiarity and commonality of Japan and Japanese companies through their marketing strategies and management as well.

*Note : This course will be conducted fully online.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This is an interactive course which focuses on recent developments in marketing with attention to actual processes and strategies in each industry. It aims to introduce the practical views and opinions of experienced players in the field of marketing. In the class, probably the final class of each lecturer, comments and explanation are given for the assignment(reports). Their following brief profiles may help students enrolling in the lecture.

-Yoshiko SUZUKI

Worked for U.S.-based consumer goods companies for 25 years, engaging in marketing of import tobacco, cosmetics and apparel industries.

-Yutaka ARISAWA

Worked for Sumitomo Corp. and later SCSK Corp. Engaged in ICT field all through business career including overseas telecommunication projects, e-commerce and software integration business. Stationed in Indian subcontinent and U.S.A. and worked for several projects in Asia for about 20 years.

-Kunio TSURUMI

Worked for Sumitomo Corp. since 1976. Engaged in marketing, Public Relations and Research. Stationed in UK and U.S.A. for about 12 years.

-Norikazu KANAZAWA

Worked for Sumitomo Corp., Sumifru Singapore PTE LTD and Summit Oil Mill engaging in marketing of food industry. Stationed in Canada, U.S.A., Singapore and China for about 15 years.

-Ryohei ITO

Worked for ITOCHU Corporation and later joined Akebono Brake Industry. Engaged in sales, distribution & marketing, logistics, purchasing, IR and management for Automobile industry. Stationed in France, U.S.A., and Panama for about 20 years.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Class 1	Overview of Marketing (Y. Suzuki)	Principles and concepts of Marketing
Class 2	Marketing in Consumer Goods - I (Y. Suzuki)	What is consumer goods marketing?
Class 3	Marketing in Consumer Goods - II (Y. Suzuki)	Changes of consumer goods marketing in Japan with time
Class 4	Marketing in Consumer Goods - III (Y. Suzuki)	Future of consumer goods marketing in Japan
Class 5	Marketing in the ICT industry - I (Y.Arisawa)	Historical Outline of the ICT industry and Impact of the Internet Revolution in Japan
Class 6	Marketing in the ICT industry - II (Y.Arisawa)	Issues and Opportunities of the ICT industry in Japan and Overview of the ICT Industry of Japan and the World

Class 7	Marketing Strategies of Sogo Shosha - I (K. Tsurumi)	What is "Sogo Shosha"? It's origin and function.
Class 8	Marketing Strategies of Sogo Shosha - II (K. Tsurumi)	Marketing of Sogo Shosha, how do you improve corporate image?
Class 9	Marketing of Food products in Japan - I (N. Kanazawa)	Overview of Japanese Food industry
Class 10	Marketing of Food products in Japan - II (N. Kanazawa)	Actual Marketing of Vegetable Oils
Class 11	Marketing of Food products in Japan - III (N. Kanazawa)	Case study, Food Safety and Labeling
Class 12	Marketing in the Automobile industry - I (R. Ito)	Introduction and Overview of Auto Industry
Class 13	Marketing in the Automobile industry - II (R. Ito)	Practices of Japanese Auto manufacturers
Class 14	Marketing in the Automobile industry - III (R. Ito)	Future of Auto Industry

[Work to be done outside of class (preparation, etc.)]

Students are expected to complete regular reading assignments and prepare an individual project or report. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Textbook is not required. The instructors' own materials will be given each time as the basis for their classes and relevant reading materials for each topic will be recommended.

[References]

To be announced in class

[Grading criteria]

Grade evaluation consists of class participation and writing assignment (reports). Class participation is not only to attend the class, but also to participate in case studies and group discussions actively given in the class.

Final grade will be determined as follow;

Class participation: 30%

Writing assignment (reports) 70%

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

To be informed later if any.

[Others]

For GIS students, this course is limited to five students. GIS will determine the five students. For more information, please visit the GIS office. (GIS students who entered prior to 2012 can apply for the course at the Global Education Center.)

MAN300LE

ESOP:上級マーケティング論 (Advanced Marketing)

John FOSTER

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 木 5/Thu.5

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

This course focusses on practical and applied aspects of marketing and innovation. Students will explore major concepts in marketing applying methods and frameworks utilized by marketing practitioners. As well, we examine Japan through the marketing lens: how is marketing different, Japan's impact on the marketing outside Japan, and how foreign firms access and appeal to the Japanese marketplace.

This course uses the case study method throughout and requires regular student participation and discussion. A mixture of Ivey Business School Cases, selected articles and practical experiential interactions is used in an effort to increase student awareness of real-world marketing concepts and issues, encourage critical and creative thinking and decision making.

【Goal】

On successful completion of this course a student should be able to:

1. Demonstrate an understanding of a range of contemporary marketing issues, theories, practices and models relating broadly and to the Japanese market;
2. Evaluate and critique contemporary marketing practices and understand the best methods of implementation to maximize business performance;
3. Demonstrate proficiency in presenting, analyzing, discussing, evaluating and making decisions regarding contemporary marketing initiatives within an organization;
4. Demonstrate knowledge of marketing (branding, mar-com, localization, distribution, etc.) in Japan
5. Critically evaluate contemporary marketing issues through case studies;
6. Apply theoretical frameworks in relation to marketing literature and practice;
7. Present both written and verbal reports within the conventions of academic writing.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course is taught using a variety of instructional and learning models. Everyone learns differently and in an international program everyone has different backgrounds and perspectives. Lecture, readings, case studies and assignments are effective methods. Group collaboration and discussion provide opportunity for communicating and justifying one's viewpoint.

*Note : This course will be conducted fully online.

An array of case studies will be used through out. Reading (cases and text) and in-depth preparation in advance is required for each class. Cases are effective in preparing future marketing managers. We put ourselves into situations and must make and justify important decisions.

Participation

Student participation is expected and accounts for a major portion of the grade. To be successful students must prepare thoroughly for each class. Feedback

At the beginning of class, a review and discussion feedback for the previous class is given through comments on selected discussion topics from the previous class.

Good comments and questions from the class discussion are introduced in class to facilitate further discussions.

Submission of assignments and feedback are to be uploaded on the Learning Management System.

Comments for assignments (tests and reports, etc.) are given during office hours.

In the final class, review, comments and explanations are given for tests, reports and other assignments given during the semester.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	8 April: - Introduction	- Introduction to the course - Marketing Framework Overview - Discussion of current issues in marketing - globally and in Japan

2.	15 April: - Market Analysis	Uncovering the deeper issues and problems in markets; a framework for analyzing markets; an examination of the Japanese market; accessing information
3.	22 April: - Marketing Strategy and Perspective	Orienting perspectives toward marketing through examining the works of marketing practitioners
4.	6 May: - Introducing and practicing the Case Study Method	First case analysis and application of the case study method; Mini-case on Harley-Davidson brand extension and reviving a sagging brand
5.	13 May: - Innovation I	An examination of the importance of innovation in the marketing process; including the seminal work of Clayton Christiansen - The Innovator's Dilemma; Product innovation in Japan; The silver market phenomenon
6.	20 May: - Innovation II	Case: Suntory: Rebranding the Japanese Whisky Highball. working with cultural constraints in product design
7.	3 June: - Culture and Advertising	How ought marketers approach culture? And, how does culture affect advertising? These critical questions are examined with the works of Hofstede and De Mooji.
8.	10 June: - Advertising and Branding	Advertising Strategy - An Examination of state of advertising with a focus on global advertising in Japan
9.	17 June: - Brand extension strategies	Case: Swiss Army Brand extension of global brands and the challenge of extension and change in the Japanese market - a comparison with Asian markets
10.	24 June: - Midterm Presentations	Student presentations, discussion and peer feedback of a product develop task assigned earlier in the term. An opportunity to apply course learnings in developing a product/marketing campaign for the Japanese market
11.	1 July: - Global Marketing - Branding	As dominant a brand as Lego is, constant review and strategic thinking and needed. In addition to the case, branding and localization in Japan is examined.
12.	8 July: - Global Marketing - Strategy	Where to expand next? Using and array of data in the case and several frameworks introduced in class, the case requires the answer to a very important marketing decision.
13.	15 July: - Marketing Strategy - Product, brand and positioning innovation	Case: Nestle Kit Kat in Japan - Sparking a Cultural Revolution. This case examines the creativity and innovative success of a foreign brand in the Japanese market.
14.	22 July: - Course review and wrap up	Review of course concepts, final group and class discussion on key topics. Future directions and careers in marketing.

【Work to be done outside of class (preparation, etc.)】

- 1) Students must read and prepare cases as assigned, as well as readings for each class prior to each class.
 - 2) Students will be directed to write a one page reflection of the class.
 - 3) Students are expected to write a very basic marketing plan for a new product.
 - 4) There will be a midterm and final presentation, expected to be delivered at a professional level.
 - 5) A final exam covering core concepts will be given.
- The average study time outside of class per week would be roughly 3 hours.

【Textbooks】

Case Studies:

Major case studies must be purchased as a coursepack from Ivey Business School (Ivey Publishing). Shorter cases will be made available to you. Cases are subject to change.

Supplementary readings (will be distributed):

Selected chapters from:

- 1 - Kellogg on Marketing 2nd Edition (2015) ISBN: 9780470580141
- 2 - Kotler and Keller, Marketing Management (2012) ISBN: 9780132102926

3 - The Innovators Prescription - Clayton Christiansen (2016) ISBN: 9781259860867

[References]

Kotler and Armstrong - Principles of Marketing (17th Edition), Pearson Higher Education, ISBN: 978-0134492513.

[Grading criteria]

The Course Grade consists of the following components:

You must pass each of the three components of the course to pass the entire course.

I. 30% Assignments

II. 40% Case Discussion and Participation

III. 30% Exam, Midterm and Final Presentation

Please note that:

- Students are permitted one unapproved absence. All other unapproved absences will be counted against the grade. An explanation of "approved absence" will be given in class.

- Classes start on time and students who arrive late for class will receive a decreased grade for that class period

- Students are expected to contribute to the learning of other class members during each class period and out of class

[Changes following student comments]

Early in the term I will ask for student feedback regarding lectures, content, pace and tasks. Students are welcome and encouraged to contact the instructor after class or via email at any time should they have an issue or concern about this course or instruction.

[Equipment student needs to prepare]

- Computers, use of social networks, the internet are acceptable in class only at appropriate times.

- We will use collaboration software available through your Hosei account.

- Bring pen, paper, cell phone and computers to class as they will all be used at appropriate times

ECN300LE

ESOP: 国際金融論 (International Finance)

M.ISHIBASHI, O.SAITO, K.AOKI, E.KOIZUMI

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 金 1/Fri.1

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

In order to develop their careers in the future, students will need to learn how to raise, work and operate funds as well as to manage their risk aversion in relation to the ever-changing international environment including various financial issues which have their roots in the recent global economy.

[Goal]

Students will learn about:

1. Direct Finance and Indirect Finance
2. Risks of Investment
3. Corporate & Retail Banking, Project Finance
4. Finance and Investment in Asian Countries
5. International Trade Business and Monetary Circulation
6. Import Finance and Deferred Payment
7. Foreign Exchange Markets and Risks
8. Transaction, Strategies and Evaluation on M&A

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

In this course, a series of omnibus lectures will be given by four professionals with long-term experiences in international business. They will explain many issues from various points of view to help students understand the variety and dynamics of international finance. Each class will have a case study discussion. In the class, probably the final class of each lecturer, comments and explanations are given for the assignment(reports). The following brief profiles may help students enrolling in the course.

-Mitsuru ISHIBASHI:

Worked for Marubeni Corporation from 1977. Engaged in foreign exchange, trade investment and project finance. Worked abroad in Algeria and France as a general manager of finance. Transferred to Fuyo General Leasing Co. (a subsidiary of Fuji Bank) as a general manager of business development. Working as independent finance and trade consultant.

-Osamu SAITO

Work experience since 1982 for financial institutions including Citibank (Tokyo/London), Henderson Global Investors, Asahi Trust and currently NN Investment Partners

-Katsuhiko AOKI

Worked for Mitsubishi Corp. and Mitsubishi UFJ Lease for 38 years, specialized in Corporate finance, M&A and Real Estate finance fields. Experienced in various cases of M&A transactions, assigned to the US companies acquired by Mitsubishi Corporation through M&A.

-Eiji KOIZUMI:

Experiences in corporate finance in Japan, France, Africa and ASEAN countries in a trading company (SOJITZ), a Food company (AJINOMOTO) and an investment company (subsidiary of the TOYOTA group)

*Note : This course will be conducted fully online.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Class 1	International Finance (Course Overview) (M. ISHIBASHI)	Orientation and International Monetary Circulation
Class 2	Direct Finance and Indirect Finance 1 (O. SAITO)	Introduction: What does "finance" mean to you? Direct and Indirect Finance
Class 3	Direct Finance and Indirect Finance 2 (O. SAITO)	Risks of Investments
Class 4	Direct Finance and Indirect Finance 3 (O. SAITO)	Case study discussion
Class 5	International Currencies and Foreign Exchange 1 (M. ISHIBASHI)	Trade Transaction: Import Financing and Deferred Payment

Class 6	International Currencies and Foreign Exchange 2 (M. ISHIBASHI)	What is the Foreign Exchange Market?
Class 7	International Currencies and Foreign Exchange 3 (M. ISHIBASHI)	What is Foreign Exchange Risk?
Class 8	M&A 1 (K. AOKI)	M&A transaction, strategy, etc
Class 9	M&A 2 (K. AOKI)	M&A transaction, process of M&A key issues
Class 10	M&A 3 (K. AOKI)	Case study discussion
Class 11	International Finance in Asia 1 (E. KOIZUMI)	Finance and Investment in Asian Countries I
Class 12	International Finance in Asia 2 (E. KOIZUMI)	Finance and Investment in Asian Countries II (Focusing on China)
Class 13	International Finance in Asia 3 (E. KOIZUMI)	Project Finance
Class 14	International Finance in Asia 4 (E. KOIZUMI)	Case Study Discussion

[Work to be done outside of class (preparation, etc.)]

Students are expected to complete regular reading assignments and prepare an individual project or report. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

A textbook is not required. The instructor's own materials will be given each time and relevant reading materials for each topic will be recommended.

[References]

To be informed in class

[Grading criteria]

Grade evaluation consists of class participation and writing assignment (reports). Class participation is not only to attend the class, but also to participate in case studies and group discussions actively given in the class. The written papers must be typed and printed out (No Handwriting) and submitted to ESOP International Office, Global Education Center by the due date which will be set by each instructor. (Late submission will NOT be accepted.)

Final grade will be determined as follow;

Class participation: 30%

Writing assignment (reports) 70%

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

To be informed later if any

[Others]

None

PHL300LE

ESOP:日本の多様な宗教の世界 (Japan's Diverse Religious Worlds)

Daniel FRIEDRICH

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This course provides an introduction to religious life in contemporary Japan. We will explore how Buddhism, Christianity, New Religions, and Shinto form Japan's religious landscapes. In addition to exploring these specific religious traditions, we will also pay attention to the material culture and worldviews that inform these religious worlds.

[Goal]

Upon completion of this course students will:

1. be familiar with major themes in the study of Japanese religions
2. will develop a more sophisticated understanding of the ways religion is part of Japanese life and culture
3. become familiar with a variety of methods used in the academic study of Japanese religions
4. have continued to develop their critical reading, writing, and reasoning skills.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 24th, 2020.

This class will be run as a seminar course and utilizing a combination of lecture and discussion methods.

[Active learning in class (Group discussion, Debate.etc.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
1	Course Overview and Introductions	Syllabus Review, Course Introduction, and expectations
2	Religion and Modern Japanese Culture	Covell, Religious Culture (OUP, 2009)
3	Shinto in the History of Japanese Religion	Reading and Discussion on Kuroda Toshio and the Study of Shinto
4	What is and isn't Shinto?	Round table discussion on Shinto in contemporary Japan
5	Yasukuni Shrine, Shinto, and Japan's Postwar	Reading and Discussion: Selections from Takenaka, Akiko. "Yasukuni Shrine: History, Memory and Japan's Unending Postwar
6	Japan's Buddhist History in 100 Minutes	From Japan's Buddhist origins to today's meat-eating, alcohol drinking married priest and funeral culture. Reading: TBA
7	Figures of Japanese Buddhism	Discussion of Buddhism in present day Japan. Reading: Selections from McDaniel, Sammuels, and Rowe: "Figures of Buddhist Modernity"
8	Midterm Review and Exam	In-class Review and Midterm Exam
9	Christianity in Japan	Introduction to Christianity in Japan Reading TBA
10	Women and Roman Catholic Practice in Tokyo	Reading and Discussion of: Hisako Omori. 2014. "Private Faith: Social Memory, Gender, and the Roman Catholic Church in Contemporary Tokyo." Culture and Religion 15(1): 39-57. Free access link: http://www.tandfonline.com/eprint/cRep9sEUhHt3VVQPEJ6X/full
11	Christianity Made in Japan	Discussion of Japanese indigenous movements Reading: Mullins, Christianity as a New Religion

12	New Religions and New New Religions	Discussion of New Religions in Japan. Reading: Selections from: Shimazono, From Salvation to Spirituality: Popular Religious Movements in Japan
13	Soka Gakkai and Political Activism	Reading and discussion of McLaughlin, "Komeito's Soka Gakkai Protesters and Supporters: Religious Motivations for Political Activism in Contemporary Japan"
14	Present Final Papers and Course Wrap-up	Student Presentations

[Work to be done outside of class (preparation, etc.)]

Students are expected to complete readings prior to class. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

All readings will be distributed by the instructor.

[References]

YUSA Michiko. 2002. Japanese Religious Traditions. Upper Saddle River, New Jersey.

[Grading criteria]

Weekly responses and active discussion: 30%

Midterm: 20%

Final Paper: 25%

Discussion Leader: 20%

Self-Introduction Assignment: 5%

[Changes following student comments]

Not Applicable

[]

This course provides an introduction to religious life in contemporary Japan. We will explore how Buddhism, Christianity, New Religions, and Shinto form Japan's religious landscapes. In addition to exploring these specific religious traditions, we will also pay attention to the material culture and worldviews that inform these religious worlds.

SOC300LE

ESOP:日本におけるジャーナリズム I (Journalism in Japan I)

Robert SAKAI-IRVINE

Subtitle : **Journalism and the Power of the Press in Japan**

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :

Day/Period : 金 5/Fri.5

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This course asks you to think about and discuss the principle of press freedom through its expression here in Japan. Over the 14 weeks of the course, you will delve into the Japanese free press' sometimes troubled history and present reality, while grappling with questions that go to the heart of not just journalism, but to definitions of the "public good" and the health of democratic systems. For example: Is state control of the news media ever justified? Looking at real-world situations for context, your own responses to that question may surprise you. Like any good journalist, be curious and critical.

[Goal]

Using historical and present-day case studies, you will examine what press freedom actually means in practice, and the different ways it can be restricted. For example, does keeping secrets and imposing penalties for reporting them count as limiting press freedom? You will do this by:

- examining the early days of print news in Japan, and the dark days of the descent into war;
- discussing types of information control, and present-day law and attitudes to official secrecy;
- questioning, through actual examples, whether there are any ethical limits to freedom of the press and expression;
- comparing coverage of the same issues in different publications;
- a formal team debate on a question related to press freedom or freedom of speech;
- and talking about how news is covered from day to day, through class analysis of at least one real-time news article per week (of your choosing).

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

In Class

Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.

We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about the role and responsibility of journalism in each situation.

This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.

After Class

By the end of the Monday after each class, students will post their personal thoughts on the topic discussed in the course discussion forum on Hoppii, and comment on at least one other student's reflections, to keep the discussion fresh and moving forward. The instructor will also read and comment on the students' posts.

Final Paper and Presentation

The final project is a research paper (approx. 3,000 words) plus presentation to the class on a major issue of journalism, information literacy or freedom of expression. For the presentation, the instructor will be looking at the quality of the argument, strong evidence, and the student's ability to answer questions on their topic.

Other Written Work

The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade.

*Note : This course will be conducted fully online.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	What is journalism for?	Outline of the class. Reflections on your assumptions about the purposes of journalism. Class discussion and short essay assigned.
2	Small paper, big paper, huge paper	Introducing Japanese print news outlets and reporting styles. Comparison with English-language newspapers.
3	Censorship and self-censorship I	A little bit of history on the early days of Japan's news business - and information control - starting in the Meiji period. Class discussion. Short essay due.
4	War and the news	Delving into the treacherous space between news and propaganda in WWII Japan. What is the news media's responsibility during wartime?
5	Censorship and self-censorship II	Flash forward to Japan's present. What should and should not be a secret? Is freedom of speech under threat in Japan?
6	Access Journalism	What is "access journalism", and can it be used to strangle free reporting? We will also explore Japan's kisha clubs.
7	Essay consultations	Individual consultations with the instructor on your final paper.
8	Hot potato topics I	How are topics that tend to spark a backlash from the public or specific groups handled by newspapers? Case study: "Comfort women."
9	Hot Potato Topics II	Presentations to the class on specific hot potato topics. Group discussion.
10	Hot Potato Topics II continued	Presentations to the class on specific hot potato topics. Group discussion.
11	How far is too far?	Debating the limits of freedom of speech in a newspaper. Is there such a thing as 'too offensive to print'?
12	Essay Presentations I	Students give presentations on their essay topic, and answer questions from their peers and the instructor. Constructive feedback. Rough draft of final paper due by class time.
13	Essay Presentations II	Students give presentations on their essay topic, and answer questions from their peers and the instructor. Constructive feedback.
14	Freedom of the press in the social media age	Is fake news and mass opinion manipulation a threat to the role of freedom of speech in a democratic society? Final paper due by class time.

[Work to be done outside of class (preparation, etc.)]

- Weekly reading assignments.
 - Read and be ready to discuss at least one news article about Japan per week.
 - Post personal reflections to the Hoppii course discussion forum on the topic of the previous class. Posts are due by the end of the Monday after each class, to give other students and the instructor time to respond.
 - One short essay, presentation preparation, debate preparation.
- The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Students will receive weekly reading assignments. Also, students are expected to keep an eye on current affairs in Japan by following the news regularly.

[References]

Additional literature will be introduced in class as necessary.

[Grading criteria]

Participation: 20%

As this is a heavily discussion-focussed class, you should be willing to state your views on the topics covered and engage both the instructor and your classmates in debate and exchanges of ideas. Everyone will have plenty of chances to speak, and you will be given the time you need to express yourself, so make your voice heard.

Preparation: 20%

Be ready to discuss the weekly readings in detail and from multiple angles. Please note that you will sometimes be asked very specific questions about the readings, and to make short group presentations regarding the material.

Also, have at least one Japan-related article from that week's news ready to discuss in every class.

Short essay: 10%

Weekly reflections on Hoppii discussion forum: 10%

Final Essay Presentation: 20%

Final Essay: 20%

Your team will be required to submit its opening statement, arguments and evidence, and an annotated bibliography (15%). You will also need to submit a short paper on your own position on your topic (15%), which may be different from the one your team took on debate day.

NOTE: Three unexplained absences will result in an automatic E grade.

[Changes following student comments]

The topic for Class 6 has been changed from "kisha clubs" to access journalism more broadly. Kisha clubs will still be used as a case study.

[Equipment student needs to prepare]

A computer or mobile device capable of running Zoom.

[Others]

This class will be held on Zoom.

POL300LE

ESOP:日本のメディアと政治 (Media and Politics in Japan)

Simon DENYER

Credit(s) : 2 | Semester : 春学期授業/Spring | Year :
Day/Period : 金 4/Fri.4

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This is a media literacy course. Over 14 weeks, it aims to provide students with a deeper understanding of the media we all consume on a daily basis.

It will look at how politics and money influences media content in Japan and around the world, and how the media in turn shapes our perception of the world.

It will also examine how the rise of social media and the Internet has changed the rules of the game.

[Goal]

The goal of this course is to give students a more sophisticated understanding of the media, and its interaction with politics. Students will learn how news stories are constructed, and what influences are at work behind the scenes. By the end of the course they should be able to decode what they read and watch on their phones, laptops, newspapers and television screens, to become much more critical and discerning consumers of the media.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 24th, 2020.

The classes will be interactive and discussion-based. We will explore different questions every week using lectures, exercises and workshops. We will use videos, written reports and other visual stimuli. Students will be encouraged to bring their own perspectives and questions as consumers of the media to class discussions, and we will set aside time on a regular basis to look at some of the most important news stories of the week, and how they are being covered. We will invite guest lecturers to enrich the discussions and also visit a media organization.

[Active learning in class (Group discussion, Debate.etc.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
1.	The art of journalism. What makes the news, and how is it made?	Teacher and student introduction. Outline of course. Lecture and workshop: How are news stories chosen, and how are they constructed? The inverted pyramid of news writing.
2.	Media ownership and the weaponization of news.	Who owns the mass media and how does that influence what we learn about the world? Lecture, documentary screening and discussion.
3.	Press freedom and censorship.	Censorship and self-censorship. When is it justified? Explaining Japan's slide down global press freedom rankings. Lecture and discussion.
4.	How the Internet transformed the media landscape.	Empowering the consumer and opening the door for independent news providers? Or just encouraging clickbait and provoking a race to the bottom? Lecture and discussion.
5.	The rise of fake news and the role of Facebook.	The role of the media in the election of Donald Trump and the UK's Brexit referendum. Lecture, screening and discussion.
6.	Press clubs in Japan: watchdogs or lapdogs?	What are press clubs and why are they important? Lecture and discussion.
7.	Do foreign correspondents get Japan right?	Guest lecture by Justin McCurry of the Guardian, and discussion.

8.	Taboos in the Japanese media.	How the Japanese media report sensitive and controversial subjects, from Okinawa and minorities to the death penalty and the imperial family. International comparisons. Lecture and discussion.
9.	The Japanese media in practice. Part 1: mass media.	Visit to the newsroom of a major Japanese media company.
10.	Japan versus the rest of the world?	"Japan bashing" in the international media, from whales and dolphins and whales to World War Two and comfort women. Discussion.
11.	Gender and the Japanese media	The portrayal of women in the mass media, treatment of sexual harassment and the #MeToo movement, international comparisons.
12.	Japanese media in practice. Part 2; investigative journalism in Japan.	Guest lecture and discussion.
13.	Essay seminar	One-on-one tutorials on final report.
14.	Summing up.	Lecture and discussion: What have we learned? How to read the media.

[Work to be done outside of class (preparation, etc.)]

Students are asked to read or watch the news and have some working knowledge of everyday news events. We'll discuss topical news items and media coverage in class, so students should have an interest in current events in Japan and the wider world. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

There is no textbook for this course. Reading lists will be provided per week.

[References]

McNamee, R., Zucked: Waking up to the Facebook Catastrophe, (Harper Collins, 2019)
Kingston, Jeff ed): Press Freedom in Contemporary Japan, (Routledge, 2017

[Grading criteria]

You will be asked to submit two essays to pass this course. There is no exam. The rest of your assessment consists of a presentation and class participation. The final essay is worth 50% of your total grade. The first essay (due in mid-semester) is worth 30%, the presentation/participation 20%.

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

None.

[Others]

N/A

[]

This is a media literacy course. Over 14 weeks, it aims to provide students with a deeper understanding of the media we all consume on a daily basis. It will look at how politics and money influences media content in Japan and around the world, and how the media in turn shapes our perception of the world.

It will also examine how the rise of social media and the Internet has changed the rules of the game.

ART300LE

ESOP:日本の演劇 (Japanese Theater)

Akiko TAKEUCHI

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 火 3/Tue.3

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Traditional Japanese theater has some very distinctive characteristics compared to traditional Western theater. Since the early 20th century, it has thus been serving as the source of inspiration for playwrights and theater directors around the world who attempt to overcome the boundaries set by the Western stage traditions.

This course takes up traditional Japanese theater and Takarazuka Revue (all-female musical theater —another “peculiar” Japanese theater) and helps students compare them with Western theater. Through this comparison, students will not only gain the indepth understanding of both theatrical traditions but also recognize the potentials of Japanese theater to widen the theatrical experiences of modern audiences.

Key Words: Noh, Kabuki, Bunraku, Puppetry, Takarazuka, Musical, Cross gender performance

【Goal】

Students will learn the basic characteristics of Japanese traditional theater in comparison to those of the modern Western theater. They will also learn how to compare and analyze plays of various theatrical traditions and genres.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The class combines reading of individual plays, lectures on various theatrical genres, video viewing of the actual stages, and class discussion. The class discussion is based on the students' comments on the assigned texts, submitted prior to the class.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Preview of course requirements
2.	Noh Drama	Basic structure of noh
3.	Dream Play	Structure of Dream Noh (Mugen Noh)
4.	Students' Presentation	Students' presentations of their own dream plays.
5.	Noh and Modernism	"The Dreaming of the Bones" by Yeats, modeled after noh
6.	Other Noh-inspired works	Various attempts to apply noh technique in modern theater
7.	Bunraku Puppetry	Puppets and human actors
8.	Kabuki Theater	Comparison between kabuki and Western cross gender performance
9.	New Kabuki and Kabuki-inspired works	Various attempts to apply kabuki technique in modern theater
10.	Takarazuka Revue	History and theatrical structure of Takarazuka Revue
11.	Takarazuka Revue and cross gender performance	Comparison between Takarazuka Revue and non-cross-gender musicals
12.	Students' Presentations I	Creation of new noh and new bunraku
13.	Students' Presentations II	Creation of new kabuki and new Takarazuka
14.	Review	Analysis of the plays created by the students

【Work to be done outside of class (preparation, etc.)】

The instructor will provide weekly study questions to guide your reading and to help you analyze the videos of the plays you have seen in the previous class. All students must submit brief comments to the weekly study questions before the class and participate in the class discussions. The average time for review and preparation per week for a 2-credit class is 4 hours a week.

【Textbooks】

Various handouts.

【References】

Jonah Salz ed. A History of Japanese Theatre. Cambridge: Cambridge University Press, 2016.

Karen Brazell ed. Traditional Japanese Theatre: An Anthology of Plays. NY: Columbia UP, 1999.

Samuel L. Leiter. Historical Dictionary of Japanese Traditional Theatre. Historical Dictionaries of Literature and the Arts, No. 4. Oxford: Scarecrow Press, 2006.

Jennifer Ellen Robertson. Takarazuka: Sexual Politics and Popular Culture in Modern Japan. Berkeley: University of California Press, 1998.

【Grading criteria】

Weekly assignment: 30%

Participation in class discussion: 30%

Presentations: 10%

Final Examination (in-class writing): 30%

【Changes following student comments】

NA

【Prerequisite】

None

SOS300LE

ESOP:多様な日本—安定と流転 (Multiple Japan: Stability and Flux)

Diana KHOR

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 火 4/Tue.4

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This is a team-taught course aims at giving students an in-depth look at the multiple sides of Japan through a series of lectures given by scholars from diverse fields. The theme varies by year, and in 2020, the focus is on gender and sexuality. Through this course, students will not only acquire critical knowledge about gender and sexuality in Japan, but will also learn to connect gender and sexuality issues to other aspects of Japanese society.

[Goal]

Students will learn to understand and think about gender and sexuality from diverse perspectives, including the representation of gender and sexuality in traditional performance art and contemporary popular culture, the connections of gender and sexuality to race/ethnicity in the emperor system, through World War II and in contemporary Japan, and the most updated research on gender and sexual minorities, including how gender is shaped in the Japanese urban space. Towards the end of the course, students will be able to make connections among these apparently disparate topics and develop a deep and critical understanding of gender and sexuality in Japan.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This course will be taught online. This is a team taught course, and each lecturer might have slightly different methods of teaching the course. However, students may expect for each class a combination of narrated or annotated slides that they can view on their own, and a zoom session for question and answer as well as small-group and class-wide discussions.

[Active learning in class (Group discussion, Debate.etc.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
1.	Overview	Explanation of the course, its theme this year, and requirements. Explanation of key concepts related to gender and sexuality.
2.	Representation 1: Kabuki [A. Takeuchi]	This class discusses cross-gender-performance of Kabuki in comparison with that of other theatrical traditions in the West.
3.	Representation 2: Boys' Love [A. Mizoguchi]	"Boys' Love" (BL) is a genre consisting of male-male romance manga (comics) and illustrated novels created by women and for women in Japan. Through examining how BL functions at various levels at once, this class considers the complex relationships between representation, fantasy and reality.
4.	Representation 3: Gender & Representation [K. Choo]	This lecture will cover a broad range of gender-related representations in Japanese media. Examples will include female, male, and LGBTQ representations.
5.	Student presentation on gender, sexuality and representation	Based on materials covered in the previous three classes, students will do presentations to explore the issues more deeply.
6.	War, Violence and the Nation 1: The Emperor system [Y. Horie]	This class takes a critical look at the emperor system and explore how it connects to gender and sexuality in the context of the nation.

7.	War, Violence and the Nation 2: The Comfort Women Issue [D. Khor]	This class examines the facts concerning the comfort women issue and discusses the framing of the issue primarily in Japan, but also Korea.
8.	Student presentation on war, violence and the nation [D. Khor]	Based on materials covered in the previous three classes, students will do presentations to explore the issues more deeply.
9.	Gender & Sexual Minorities 1: Diversity and Exclusion of Transgender people in Japan [K. Takeuchi]	This class discusses gender variant people, covering the historical formation of transgender categories, especially "X-gender".
10.	Gender & Sexual Minorities 2: SOGI issues [S. Kamano]	This class will cover legal and social issues of sexual orientation and gender identity, as well as the latest research on public attitudes toward sexual minorities.
11.	Ethnic and Racial Minorities: Zainichi Koreans [K.H. Ha]	This class explores the intersectionality of gender, sexuality and race/ethnicity and how that affects Zainichi Korean women in the era of rising "hate speech" in Japan.
12.	Student presentation on "minorities" in Japan	Based on materials covered in the previous three classes, students will do presentations to explore the issues more deeply.
13.	Urban Space, Identity and Gender [H. Imai]	This class looks at how urban space, identity and gender shape each other.
14.	Gender and Sexuality: Revisited	Student presentations on the knowledge they have acquired and discussion of related issues not covered in this course.

[Work to be done outside of class (preparation, etc.)]

Students are expected to complete the prescribed readings and assignments by the deadline. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

No textbook is used, but readings will be uploaded on HOPPII.

[References]

References will be provided each week.

[Grading criteria]

Participation in class: 10%

Presentations: 25%

Reflection papers: 15%

Final paper: 50%

[Changes following student comments]

Not applicable.

[]

This is a team-taught course aims at giving students an in-depth look at the multiple sides of Japan through a series of lectures given by scholars from diverse fields. The theme varies by year, and in 2020, the focus is on gender and sexuality. Through this course, students will not only acquire critical knowledge about gender and sexuality in Japan, but will also learn to connect gender and sexuality issues to other aspects of Japanese society.

MAN300LE

ESOP:コーポレートファイナンス (Corporate Finance)

Akashi HONGO

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 火 4/Tue.4

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This course is an introduction to financial management for companies which operate globally. It focuses on how companies invest in real assets, how they raise money to pay for the investments, and how those assets ultimately affect the value of the firm. The course discusses the basic principles of financial management and applies them to the main decisions faced by financial managers in global firms.

This is a challenging course; it covers a broad area that is very important to anyone expecting work in management in Japan. Case examples from Japan will be taken up throughout the course.

[Goal]

The fundamental goal of this course is to equip you, as a future business person, with a working knowledge of finance as a tool. Upon successful completion of the course you will be able to understand:

What determines the value of assets, businesses, and corporations
How financial managers make investment decisions
How to estimate the company's cost of capital (or the hurdle rate of decision making, based on modern finance theory)
The pros and cons of various financing means and how financing affects the value of a company

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The class consists of lectures, numerous in class exercises and discussions. Active class participation is encouraged. Submission of assignments and feedback are to be uploaded on the Learning Management System.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Finance and Value of a Company	Introduction Topics and Persons Concerned in Corporate Finance Goal of Company What Is the Value of a Company? Financial Markets and Financial Institutions
2	Accounting and Finance	Accounting Figures and Financial Statements ROA and ROE PER and PBR Free Cash Flow
3	Time Value of Money	Discounting to Present Value Present Value of Multiple Cash Flows Inflation and Present Value Calculation
4	Valuing Bonds	Perpetuity, an Annuity, a Perpetuity with Growth Default Risk and Credit Risk Premium Credit Rating

5	Valuing Equity	Dividend Discount Model Growth Rate and PER The Relation Between ROE, Expected Return and PBR
6	Net Present Value and Other Investment Criteria	Calculation of NPV Internal Rate of Return Payback Period Terminal Value
7	Review, Mid-term Test	Review, Mid-term Test
8	Risk and Return	Total Shareholder's Return Expected Return Risk Variance, Standard Deviation
9	Risk Free Rate and Risk Premium	Portfolio Risk Effect of Diversification The Risk Measure for a Diversified Portfolio: Beta CAPM Security Market Line
10	Portfolio Risk and CAPM	Cost of Equity and Cost of Debt Tax Savings Effect of The Risk Measure for a Diversified Portfolio: Beta CAPM Security Market Line
11	Weighted Average Cost of Capital	Cost of Equity and Cost of Debt Tax Savings Effect of Debt Calculation of WACC Business Cost of Capital and WACC of the company
12	Optimal Capital Structure	Variation of Corporate Financing Capital Structure Doesn't Matter Effect of Tax Savings Costs of Financial Distress
13	Payout Policy	Dividends Share Repurchases How Do Companies Decide on Payout? Signaling Shareholder Special Benefit Plans
14	Review, Wrap-up / Final Test	Review, Wrap-up / Final Test

[Work to be done outside of class (preparation, etc.)]

Materials discussed in class (pdf files) will be available online
Students are expected to:

- attend each class session,
- complete all assigned readings, exercises and problems,
- be prepared to answer questions and take an active and constructive role in discussions and group work.

For some classes, you will be asked short questions before, during, and at the end of class.

Pre-class exercises are designed to let you know what topics will be covered in the coming class.

In-class exercises are designed to check your understanding what is covered in class and may constitute a portion of class participation points.

Post class exercises are in the form of homework assignment and subject to grading.

The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Akashi Hongo, A Bilingual Introduction to Corporate Finance, 2nd Edition, Chuo Keizai 2019 (本合巻詩『対訳 英語で学ぶコーポレートファイナンス入門 (第2版)』, 中央経済社 2019), ISBN: 978-4-502-30201-5

[References]

Akashi Hongo, A Bilingual Introduction to Valuation, Chuo Keizai 2019, (本合巻詩『対訳 英語で学ぶバリュエーション入門』, 中央経済社 2019), ISBN: 978-4-502-31671-5

Supplemental materials will be distributed in class and online.

[Grading criteria]

1)Mid-term Examination (35%): in class, individual

2)Final Examination (40%): in class, individual

3)Homework Assignments (15%)

4)Class Participation [individual] (10%): Active and constructive class participation is encouraged. Attendance constitutes part of the evaluation.

[Changes following student comments]

Not applicable

GDR300LE

ESOP:日本社会のジェンダー (Gender in Japanese Society)

Kukhee CHOO

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 火 5/Tue.5

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

This course aims to introduce students to gender issues in Japanese society, including attention to visual materials.

All course readings will be in English.

【Goal】

Students will become familiar with various gender issues in Japanese society through diverse reading materials by journalists, sociologists, anthropologists, film theorists, historians, art historians, literary scholars, among others. It is hoped that by examining the complexity in which “gender” operates, students will become equipped to think on their own beyond gender stereotypes that they may encounter in contemporary Japan.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course will combine lectures, discussions, presentations and screenings. The topics covered will include, but not necessarily be limited to, the following in the schedule section.

Comments for assignments (tests and reports, etc.) are given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Lecture on the different concept of sex versus gender.
2.	Construction of sexuality	Students will read the basic theories on sexuality.
3.	Gender as performance	Students will read basic theories on gender.
4.	Early feminism/gender studies in Japan	"The Women's Movement and the Settlement Movement in Early Twentieth-Century Japan" & "The emergence of agency: Women and consumerism"
5.	Gendered speeches	"Cultural ideologies in Japanese language and gender studies", Gender, language, and modernity: Toward an effective history of 'Japanese women's language', "Shifting speakers: Negotiating reference in relation to sexuality and gender"
6.	Performing Japanese womanhood	"Acting Like a Woman," "Modern Formations of Gender and Performance"
7.	Performing Japanese womanhood	Mid-term review and exam
8.	Gendered labor	"The Japanese labor market and office ladies", "Acts of resistance", "Just stay in the middle": The story of a woman manager"
9.	Gendered manga worlds	"Shojo manga! Girls' comics! A mirror of girls' dreams", "Slam Dunk, sports manga and Japanese culture", "On The Iconic Difference between Couple Characters in Boys Love Manga"
10.	Gendered pop music - Girl bands, boy bands	"Misora Hibari and the girl star in Postwar Japanese cinema", "SMAP, Sex, and Masculinity", "B-boys and B-girls"
11.	Queer culture and backlashes	"Salarymen doing queer", "Queer women's culture and history in Japan", various news articles
12.	Motherhood in Japan	"Single motherhood, living arrangements, and time with children in Japan", "Maternity harassment"

13. Gender gap "An international comparison of gender equality: Why is the Japanese gender gap so persistent", various news articles
Final review & exam
14. Gender gap
Final review & exam

【Work to be done outside of class (preparation, etc.)】

Keep up with the weekly readings so as to be able to contribute to the class discussions.

Prepare a presentation or reading summaries.

Prepare for midterm exam and final exam.

The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

Reading materials will be provided as handouts or made available on Hoppii. (Each student is responsible for keeping all the readings and bringing the assigned reading to class on the designated day.)

【References】

The instructor will suggest reference materials whenever appropriate.

【Grading criteria】

Class participation (10%)

Class readings summaries/presentation (or equivalent evaluation) (20%)

Speaking up during class discussions (20%)

Midterm exam (20%)

Final exam (30%)

【Changes following student comments】

Not applicable.

【Others】

Prerequisites: None. Simply an interest and commitment to learning about gender issues in Japan.

Do not miss the first class as a selection process may occur.

ARS300LF

ESOP:東アジアメディア文化 (East Asian Media)

Kukhee CHOO

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 火 6/Tue.6

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

The last decades of the 20th century witnessed a great shift in the landscape of East Asian media and popular culture. Border-crossing visual cultural flows in conjunction with trans-Asian co-production among East Asian countries have not only strengthened the imaginary bond of "Asia," but also have cultivated a wider pan-Asian identity. This course will engage the interdisciplinary field of visual media and popular culture studies of East Asia. In this course, students will learn about the trans-Asian flow of Hong Kong films since the 1950s, the dissemination of Japanese popular culture during the 1970s-90s, and the recent popularity of Korean Wave.

[Goal]

Students will also develop an understanding of the processes that enabled Asian entertainers to become part of the larger Western media flows. Students will develop a critical awareness of how visual media and cultural globalization has engaged with the East Asian region and how the local visual media flow has influenced the global.

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

- understand the historical development of visual media flows within East Asia
- learn through examples of East Asian visual media flows how culture and socio-political forces help shape hybridized trans-national identities
- cultivate a better understanding how East Asian visual cultural flows border cross and interact with globalization

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This course will combine lectures, discussions, presentations and screenings. The topics covered will include, but not necessarily be limited to, the following in the schedule section
Comments/feedback for assignments (tests and reports, etc.) are given during office hours.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Lecture about popular culture in Asia.
2	Nationalism and Popular Culture	"National Identity, Popular Culture and Everyday Life"; "Conceptualizing East Asian Popular Culture"
3	Early "Asian" Cinema	"From transnationalism to nativism? The rise, decline and reinvention of a regional Hokkien entertainment industry"; "The Early Development of East Asian Cinema in a Regional Context"
4	Transnational Hong Kong Films	"Transnational imagination in action cinema: Hong Kong and the making of a global popular culture"; "Transnational collaborations, local competitiveness: Mapping the geographies of filmmaking in/through Hong Kong"
5	Postcolonial Japanese Pop Culture	"Consuming Japan: Early Korean girls comic book artists' resistance and empowerment"; "Japanese popular music in Hong Kong"
6	Japanese Trendy Drama	"Romancing the Everyday: Hong Kong women watching Japanese Dorama"; "Popular Cultural Capital and Cultural Identity: Young Korean Women's Cultural Appropriation of Japanese TV Dramas"
7	Midterm review	Midterm review exam

8	Pan Asian Music Flows	"Go with your feelings: Hong Kong and Taiwan Popular Culture in Greater China"; "Reconsidering Transnational Cultural Flows of Popular Music in East Asia: Transbordering Musicians in Japan and Korea searching for "Asia""
9	Millennial Flows	"Postcolonial Hong Kong cinema: Utilitarianism and (trans)local"; "Promise and perhaps love: Pan-Asian production and the Hong Kong-China interrelationship"
10	Millennial Flows	"Time and the Neighbor: Japanese Media Consumption of Asia in the 1990s"; "Globalization and cinema regionalization in East Asia"
11	Korean Wave/ Korean Drama	"Inroads for cultural traffic: Breeding Korea's cinematiger"; "Hybridity and the rise of Korean popular culture in Asia"
12	21st Century Cool Japan	"Nationalizing 'Cool': Japan's Global Promotion of the Content Industry"; "Akihabara: Conditioning a Public 'Otaku' Image"
13	Rise of China's Soft Power	"The rise of China's soft power"; "Courting the world"; "Re-imagining China's future"
14	Final review	Final review exam,

[Work to be done outside of class (preparation, etc.)]

Keep up with the weekly readings so as to be able to contribute to the class discussions.

Prepare a presentation or reading summaries.

Prepare for midterm exam and final exam.

The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Reading materials will be provided as handouts or made available on Hoppii. (Each student is responsible for keeping all the readings and bringing the assigned reading to class on the designated day.)

[References]

The instructor will suggest reference materials whenever appropriate.

[Grading criteria]

Class participation (10%)

Speaking up during class discussion (20%)

Class readings summaries/presentation (or equivalent evaluation) (20%)

Midterm test (20%)

Final test (30%)

[Changes following student comments]

Not applicable

[Others]

The content of this syllabus may be subject to change.

LIT300LE

ESOP:日本の文学 (Japanese Literature)

Jana URBANOVA

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 水 4/Wed.4

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This course is a survey of ancient to modern Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views and the meaning of cultural identity in the global world.

[Goal]

Goals:

1. to learn about major literary works in their historical and cultural context
2. to gain deeper understanding of the different philosophical backgrounds that have influenced the way of thinking in Japan and the West
3. to encourage independent thinking and opinion sharing

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual form. In addition, every student will be required to actively participate in class and to submit a short written summary of the designated topic and a final essay. The topics together with the study materials for the summary and essay will be distributed at the beginning of the course.

Comments and explanations about assignments and answers to questions from students are given at the end of each class.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1st class:	Introduction	Introduction to course; explanation of requirements and goals
2nd class:	Japanese perception of nature	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
3rd class:	Key concepts of Japanese aesthetics	Four aesthetic concepts in Japanese culture and literature; demonstration of these concepts in <i>Essays in Idleness</i> by the Buddhist priest <i>Kenkō</i>
4th class:	Historical overview of Japanese culture and literature - <i>Nara</i> and <i>Heian</i> periods	Brief overview of major literary works in their historical and cultural context with a focus on the <i>Nara</i> and <i>Heian</i> periods
5th class:	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)
6th class:	Poetic devices in classical Japanese poetry	Western metaphors vs. Japanese poetic tradition; various poetic devices used in classical Japanese poetry, such as pillow-words (<i>makurakotoba</i>), pivot-words (<i>kakekotoba</i>), acrostics (<i>oriku</i>), etc.
7th class:	Anthologies of Japanese poetry	The most important poetry anthologies and their different characteristics - <i>Collection of Ten Thousand Leaves (Man'yōshū)</i> , <i>Collection of Poems Ancient and Modern (Kokinwakashū)</i> and <i>One Hundred Poems by One Hundred Poets (Hyakunin Isshu)</i>
8th class:	Japanese <i>Heian</i> prose	Japanese prose in the <i>Heian</i> period and its different genres - tales (<i>monogatari</i>), essays (<i>zuihitsu</i>) and diaries (<i>nikki</i>)

9th class:	Japanese <i>Heian</i> writers	Flourishing of women writers in the <i>Heian</i> period with a focus on two prominent figures <i>Murasaki Shikibu</i> and <i>Sei Shōnagon</i> and their works <i>The Tale of Genji (Genji Monogatari)</i> and <i>The Pillow Book (Makura no Sōshi)</i>
10th class:	<i>Kamakura</i> period - historical, cultural and literary overview	<i>Kamakura</i> period and one of its representative literary works <i>The Tale of the Heike (Heike monogatari)</i>
11th class:	<i>Edo</i> period - historical, cultural and literary overview	Newly emerging <i>Edo</i> city culture and its various aspects
12th class:	<i>Samurai</i> spirit	Legendary warrior <i>Miyamoto Musashi</i> and his philosophy in <i>The Book of Five Rings (Gorin no Sho)</i>
13th class:	In mysterious and ghostly Japan	<i>Lafcadio Hearn</i> and his <i>Stories and Studies of Strange Things (Kwaidan)</i>
14th class:	Japan in the world	Nobel Prize winner <i>Kazuo Ishiguro</i> and his Japanese influences

[Work to be done outside of class (preparation, etc.)]

Please prepare a short self-introduction for the first class. Each student will be asked to submit a short written summary of the designated topic discussed during the semester and a final essay at the end of the semester. Students are also expected to actively engage in class discussions and to revise all of the readings done in class, as they will form the basis for the discussion and final essay topics. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

All necessary study materials and handouts will be provided by the lecturer. Students don't need to purchase any textbooks.

[References]

Selected references:

- Asquith, Pamela J. and Arne Kalland, ed. *Japanese Images of Nature*. Richmond: Curzon Press, 1997.
- Hearn, Lafcadio. *Kwaidan: Stories and Studies of Strange Things*. Tokyo: Yushodo, 1981.
- Keene, Donald. *Anthology of Japanese Literature*. Rutland, Vermont & Tokyo: Charles E. Tuttle Company, 1956. Twenty-second edition, 1991.
- Keene, Donald. *Appreciations of Japanese Culture*. Tokyo, New York & London: Kodansha International, Ltd., 1971. First paperback edition, 1981.
- Keene, Donald. *World Within Walls - Japanese Literature of the Pre-Modern Era, 1600-1867*. New York: Holt, Rinehart and Winston, 1976.
- Keene, Donald. *The Pleasures of Japanese Literature*. New York: Columbia University Press, 1988.
- McCullough, Helen Craig. *Classical Japanese Prose: an Anthology*. Stanford: Stanford University Press, 1990.
- Miner, Earl. *An Introduction to Japanese Court Poetry*. Stanford: Stanford University Press, 1968.
- Shaffer, Brian W. *Understanding Kazuo Ishiguro*. Columbia: University of South Carolina Press, 1998.
- Further references and handouts related to the topic of each class will be provided by the lecturer.

[Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: active participation in class discussions and oral assignments (30%); written summary (35%); final essay (35%).

[Changes following student comments]

There are no student comments that would require major changes to the course.

[Equipment student needs to prepare]

Please prepare a folder to put in all handouts and reading materials that will be distributed during each class by the instructor. Revise the materials regularly, as they will form the necessary basis for class discussions and the final essay.

ECN300LE

ESOP:日本のモノづくりと世界経済 (Japanese Goods and the Global Economy)

Julia YONGUE

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 木 3/Thu.3

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

Objectives: (1) To explore the origins and evolution of a wide array of ordinary Japanese goods ranging from ramen and cameras to cosmetics and anime and (2) to trace their connections to global markets and consumers in Japan and other parts of the world.

Outline: By following the "journey" of Japanese goods through time and space, students learn to identify features of Japanese products and interpret their impact on culture, business, and society.

[Goal]

To learn about the origins and evolution of a wide array of ordinary Japanese products (things).

- (1) What can things teach us about Japanese business and society?
- (2) How and why did these things "travel" to other parts of the world?
- (3) How have they influenced society, business, and consumption patterns in other parts of the world?

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

Interactive lectures, discussions, and guided museum visits designed to provide students with theoretical and practical knowledge of the key concepts covered in the course.

*Feedback on assignments/tests during office hours and/or during class.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction to the course and key terms	Explanation of the course and its themes/goals
2	Global beverages	Japanese (green) tea; Meiji period and beyond; tea ceremony demonstration
3	Global cuisine	Ajinomoto and umami
4	Global goods and changing lifestyles (1)	Rice Cookers during the high growth period
5	Global goods and changing lifestyles (2)	Ramen/instant cup noodles; changing Japanese tastes
6	Evaluation	Wrap up; Quiz 1 or reflection paper
7	Global technology (1)	Cameras and a changing image of "made in Japan"
8	Global technology (2)	Camera Museum visit (2)
9	Global beverages and coffee culture	Coffee as a truly "Japanese" beverage
10	Globalization of culture	Japanese fashion exhibition visit (3)
11	Globalization of culture	Cool Japan and soft power: Pokémon
12	Globalization of taste	Sushi and Tsukiji as a global marketplace
13	Globalization of beauty	Japanese Cosmetics
14	Wrap up	Review; quiz 2

[Work to be done outside of class (preparation, etc.)]

Actively participating in all class discussions is essential to doing well in this course. Students are expected to prepare by completing all the required reading assignments before coming to class. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

All reading assignments and other materials will be made available on the course website or via the library databases.

[References]

- (1) Kenneth Pomeranz and Steven Topik, *The World that Trade Created*, M.E. Sharpe (2006)
- (2) Thomas Friedman, *The Lexus and the Olive Tree*, Farrar, Straus, Giroux (1999).

[Grading criteria]

Students will be evaluated according to the following criteria.*

- (1) Participation in discussions, museum visits, etc. (40%)
- (2) Group work (30%)
- (3) Two quizzes or reflection papers (30%)

*More information regarding the syllabus will be provided on the first day of class.

[Changes following student comments]

Some students asked me to evaluate their performance by testing them rather by assigning a final group presentation.

[Equipment student needs to prepare]

None.

SOS300LE

ESOP:日本における市民社会と社会運動 (Social Movements and Civil Society in Japan)

Kei TAKATA

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 木 3/Thu.3

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

From an external view, Japan is often seen as a country with obedient citizens that lack aggressive social movements and "strong" civil society. Conversely, in a positive sense, Japan is imagined as a society in harmony and conformity without the tumultuous political disorder. Yet in fact, in various critical moments in its history, the country has experienced large scale and vehement uprisings that had impacted the transformation of society and politics one way or the other. This course will provide an overview of Japanese social movements from the post-war period until the current. The course introduces rich narratives of Japanese movements, particularly in three critical time phases; the mass uprisings in the 1960s, the new social movements in the 1980s to 2000s and contemporary movements after the 3.11 triple disaster in 2011. It also covers social movements with different characteristics and aims from democratization movements, youth movements, peace, terrorism, feminism and sexuality, racial minority politics to environmental movements. By looking historically and comparatively of the Japanese social movements, the course will provide profound knowledge and critical perspective in understanding the development and the characteristics of Japanese society and its social structure.

【Goal】

By the end of this course, students will be able to critically analyze the unique characteristics of Japanese social movements with some comparative insights with social movements in America, Europe, Asia or other areas that you are familiar with. The course also offers an alternative perspective on post-war and contemporary Japan, which may differ significantly from the economic or political researches that focus more on government authorities, large corporations, and powerful elites.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course follows a mixed lecture-seminar format, combining formal presentations, short lectures, and group discussions designed for ESOP students at Hosei. Each student is required to make a presentation on assigned readings during the semester. In the class, followed by the presentation, participants are expected to discuss the topics through critical readings of the materials. Students will choose a topic related to the themes of the course for the final paper.

The instructor will provide feedback to the presentations during the class. Students can also access the instructor during office hours (prior appointment needed).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview

2	What is Civil Society?	Theoretical understanding of civil society public sphere
3	What are Social Movements?	Theoretical understanding of social movements, contentious politics
4	Japanese civil society and social movements	Japanese social movements; History of Japanese civil society
5	Anpo - The Nation-Wide Protest	Anpo movement; Civic (shimin) movement; Nationalism
6	Youth Activism and the New Lefts	Youth movement; Campus struggle; Violence; Radicalism
7	Ribu and the Second Wave Feminism	Feminism movement; Identity politics
8	Ethnic Minority Politics	Zainichi Korean movements; Global social movements; Human rights
9	Movements in Okinawa	Social movements in Okinawa; Anti-Military base movements
10	LGBTQ Movements	Gay-rights; LGBTQ movements
11	Anti-Nuclear Movements after Fukushima	Environmental movement; Anti-Nuclear movements; 3.11. triple disaster
12	Revival of Youth Movement	New youth movements; Youth in contemporary Japan; Anti-Security law movements
13	New Radical Right Movements	Right-wing populism; Nationalism and xenophobia; Counter-racism movements
14	Final Presentation/Wrap Up session	Student presentations on chosen topics; Review of the semester

【Work to be done outside of class (preparation, etc.)】

- Reading assignments (every week)
- Preparation for reading presentation
- Preparation for project presentation
- Final paper

The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

Readings will be provided by the instructor.

【References】

Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】

Class Participation and Discussions: 20%

Presentation (Reading & Project): 30%

Final Paper: 50%

【Changes following student comments】

This is a new course and has not yet received student evaluations.

【Others】

- The schedule and detail may be subject to change.
- Detailed course descriptions, including the assignments, will be provided on the first day of the class.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None

SOS300LE

ESOP:日本の若者・大衆文化 (Japanese Youth and Popular Culture)

Sayako ONO

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 木 4/Thu.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course uses an anthropological perspective to examine various aspects of Japanese youth and popular culture that have attracted local / global attention. Students should relate their readings to their everyday experiences throughout the course.

【Goal】

By the end of the course, students should be able to critically engage with English language scholarship on topics related to Japanese youth and popular culture; they will also gain a nuanced understanding of key aspects of Japanese youth and popular culture.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

This course will be taught through short lectures, group discussions and video analysis. Students are expected to read the assigned readings and discuss related topics in class on a weekly basis. They will also conduct mini-ethnographic projects of their own and write a report at the end of the course. Comments in the reaction paper will be introduced in class and used to deepen our discussions.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course and to the anthropological perspective on youth popular culture
2	Gender inequity in Japan	Lecture on gendered division of labour in the workplace and at home
3	What is 'kawaii'?	Defining kawaii culture and female otaku
4	Popular music	Examining globalised Japanese popular music (e.g. J-pop, idols)
5	Subculture music	Examining local appropriation in Japanese music subcultures (e.g. Rock, hip-hop)
6	Body	Examining body image in Japan (e.g. Beauty ideals, fashion and dieting/eating disorders)
7	Gender I	Examining changing gender ideals among youth (e.g. Ikumen, joshiryoku)
8	Gender II	Examining changing gender ideals among youth (e.g. Cross-dressing)
9	Theatre performances	Examining theatre performances in Japan (e.g. Takarazuka, geisha)

10	Fieldwork methods	Lecture on popular dances in Japan based on instructor's ethnographic studies
11	Preparations for mini-ethnography I	Individual/group tutorials for mini-ethnography projects
12	Preparations for mini-ethnography II	Online database searching: How to search and evaluate research materials in social science
13	Post mini-ethnography projects I	Data analysis based on mini-ethnography projects
14	Post mini-ethnography projects II	Data analysis based on mini-ethnography projects

【Work to be done outside of class (preparation, etc.)】

1. The instructor will provide a weekly discussion question. Students must answer the question based on the required readings and submit their answer via Hosei Learning Management System to each class.

2. Students will also use a significant amount of time outside of class to prepare and conduct an individual/group fieldwork project on a topic covered in class.

a. They will submit a plan for mini-ethnography by Week 11.

b. After conducting a mini-ethnographic project, they will write a report about it at the end of the course.

The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

We will not use a textbook.

【References】

Steger, B., Koch, A. & Tso, C. 2020. Beyond Kawaii : Studying Japanese Femininities at Cambridge, Zurich: Lit Verlag.

Coates, J., Fraser, L. & Pendleton, M. 2019. The Routledge Companion to Gender and Japanese Culture. London and New York: Routledge.

【Grading criteria】

Contribution to class discussions (20%)

Weekly assignments (25%)

Prior to the mini-ethnography project: writing a plan (10%)

After the mini-ethnography project: writing a fieldnote (10%) and a 2,000-word report (35%)

【Changes following student comments】

Since some students were not familiar with fieldwork, the methodology including data collection and analysis will be explained in detail.

【Equipment student needs to prepare】

Hosei Learning Management System (授業支援システム) will be used: <https://hoppii.hosei.ac.jp/portal>

【Others】

You should attend the first class if you are interested in the course.

ARSI300LE

ESOP:日本の国際協力 (International Cooperation of Japan)

Nobuhisa TAKEDA

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 木 5/Thu.5

他学部公開 : グローバル : 成績優秀 : 実務教員 :

【Outline and objectives】

This course aims to provide students a broad understanding of policies and actual practices of Japan's international cooperation for developing countries and global agendas mainly focused on the Official Development Assistance (ODA).

【Goal】

The goal of this course is to provide the students with a broad understanding of Japan's ODA including important issues on development cooperation and role of various actors involved in the Japan's international cooperation.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Lecture and discussion. Discussion is conducted based on related questions, data and cases. Audio visual materials are also used to enhance students understanding. Comments for assignments (mid-term and final papers) are communicated individually when returning the papers as well as in the class for overall feedback.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to international cooperation of Japan	1) Why international cooperation is needed? 2) Who involved in the international cooperation in Japan? 3) What areas of international cooperation are necessary?
2	Japan's ODA: history and policy	1) Historical aspect of Japanese ODA 2) Japan as a recipient country 3) ODA policy and its trend
3	Trend of international development and Japan's ODA	1) Historical trend of international development cooperation 2) Economic theories and events behind the trends 3) Reflection of international trend towards Japan's ODA
4	Implementation mechanism of Japan's ODA	1) Different types of ODA 2) Project formulation and implementation process 3) Role of MOFA, other Ministries and JICA
5	Comparison with other donor countries	1) OECD-DAC Peer review on Japan's ODA 2) Comparison with major donor countries 3) National interest and strategic use of ODA
6	Technical cooperation project: role of JICA Experts	1) Approach of technical cooperation 2) Capacity development 3) Role of JICA Experts
7	Project Cycle Management (PCM)	1) Stakeholders Analysis 2) Problem Analysis and Objective Analysis 3) Project Design Matrix (PDM)
8	Infrastructure development and ODA loans	1) Economic development and role of infrastructure 2) Master plan study and regional development 3) Infrastructure development and ODA loans 4) Promotion of quality infrastructure investment

9	Human security and peace building	1) Human security concept 2) Application of human security concept in projects 3) Conflict prevention and peace building 4) Case from the JICA Project in Mindanao, the Philippines
10	Participatory development	1) Stakeholders participation in development projects 2) Role of community, NGOs and local government 3) Case from the JICA Project in South Sulawesi, Indonesia
11	Using Japanese experiences in development cooperation	1) How Japanese experiences can be used in international cooperation 2) MCH handbook for primary health care 3) Application of Kaizen practices
12	International cooperation through local governments	1) Why local governments are involved in international cooperation 2) One village one product movement 3) Jimotogaku (Localogy)
13	International cooperation by Japanese NGOs	1) History of Japanese NGOs 2) Situation of Japanese NGOs 3) Relationship between NGOs and ODA
14	TICAD and Japan's cooperation to Africa	1) Japan's cooperation to Africa: Why? 2) TICAD process and Japan's initiative 3) Some cases of Japanese aid to Africa

【Work to be done outside of class (preparation, etc.)】

Students are expected to read the required readings uploaded into the Hoppii. Other recommended references are listed in the Course Syllabus in the Hoppii. Students are required to write mid-term paper and final paper. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

The instructor will upload required readings for each class into the Hoppii.

【References】

The instructor will indicate recommended references for each class in the course syllabus to be uploaded in to the Hoppii.

【Grading criteria】

10% based on class participation in discussion, 45% mid-term paper, and 45% final paper.

【Changes following student comments】

Not applicable.

【Others】

Based on the 30 years of experiences working in the field of international cooperation in Japan International Cooperation Agency (JICA), as well as in the NGO and the United Nations, concrete cases of development cooperation projects and development management methods are introduced in the class.

PHL300LE

ESOP:日本の宗教と大衆文化 (Religion and Popular Culture in Japan)

Daniel FRIEDRICH

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This course provides an introduction to the study of Japanese popular culture, the religious traditions and world-views that inform that culture through textual, visual and other multi-media sources, including manga and anime.

[Goal]

Upon completion of this course students will:

1. be familiar with major themes in the study of Japanese religions
2. will develop a more sophisticated understanding of the ways religion is part of Japanese life and culture beyond temple and shrine walls
3. Critically reflect upon the meaning and historical context of categories such as "religion," "popular culture," and "Japan"
4. have continued to develop their critical reading, writing, and reasoning skills.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

This class will be run as a seminar course and utilizing a combination of lecture and discussion methods.

[Active learning in class (Group discussion, Debate.etc.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
1	Course Overview and Introductions	Syllabus Review, Course Introduction, and expectations
2	Revisionist History and the Study of Japanese Religions	Lecture and Discussion of: Craig Martin, "Studying Religion: Laying the Groundwork." In A Critical Introduction to the Study of Religion. P. 1-18. Student Information Sheet Due
3	A Genealogy of Japan	Lecture and Discussion of: Selections from the Kojiki
4	Religion and Politics	Lecture and Discussion of: "Nara Buddhism and the Sūtra of Golden Light" in Sources of Japanese Traditions p.100-108 Richard Gardner. 1999. "Nationalistic Shintō: A Child's Guide to Yasukuni Shrine." In Religions of Japan in Practice. Princeton: Princeton University Press
5	Women, Pure Lands, and Hells	Lecture and Discussion based on: William E. Deal. 1999. "Women and Japanese Buddhism: Tales of Birth in the Pure Land." In Religions of Japan in Practice. Princeton: Princeton University Press. Nara National E-Museum Hell Scroll: http://www.emuseum.jp/detail/100237/000/000?mode=detail&d_lang=en Tokyo National E-Museum Hell Scroll: http://www.emuseum.jp/detail/100155/000/000?mode=detail&d_lang=en

6	Religious Technologies and Just-in-Case Religion	Lecture and Discussion based on: Richard Fox Young. 1993. "Magic and Morality in Japanese Exorcistic Technologies: A Study of Mahikari." In Mullins, Susumu, and Swanson Religion and Society in Modern Japan: Selected Readings. Berkeley: Asian Humanities Press, 1993. Watch: "Norton USB Amulet: https://www.youtube.com/watch?v=iYk8xAhX7xU&feature=youtu.be Students will give a brief presentation of an academic article on a theme related to the course 700-1000 Word summary of article due
7	Recent Studies in Japanese Religion and Popular Culture Round-table	Lecture and Discussion based on: Barbara R. Ambros. 2012. "Pets, Death, and Taxes: The Legal Boundaries of Religion." In Bones of Contention: Animals and Religion in Contemporary Japan. Honolulu: University of Hawaii Press. Pages 90-123.
8	Death, Pets, Religion, and Taxes	Lecture and Discussion based on: Laura Miller. 2014 "The Divination Arts in Girl Culture." In Kawano, Roberts, and Long, Capturing Contemporary Japan: Differentiation and Uncertainty. Honolulu: University of Hawaii Press. Pages 247-267. Watch: Onmyoji (陰陽師) Trailer: https://youtu.be/ldvcOdZXPTo
9	The Occult, Heian-era Wizards, and Girl Culture	Lecture and Discussion based on: Nakamura, Hikaru "Saint Young Men 1" Students will make presentations based on their site visit assignment
10	Religion and Anime	Lecture and Discussion based on: Jesse LeFebvre. 2015 "Christian Wedding Ceremonies: 'Nonreligiousness' in Contemporary Japan." Japanese Journal of Religious Studies 42/2 185-203. https://nirc.nanzan-u.ac.jp/nfile/4454
11	Site Visit Presentations and Write Up	Topic and Reading chosen in consultation with students
12	Going to the Chapel: Weddings and Religion/Non-religion	Students present research papers
13	Wild Card Week	
14	Course Wrap-up	

[Work to be done outside of class (preparation, etc.)]
Students are expected to complete readings and media viewings prior to class. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

All readings will be distributed by the instructor

[References]

YUSA Michiko. 2002. Japanese Religious Traditions. Upper Saddle River, New Jersey, 200

[Grading criteria]

Student Information Sheet: 5%
Site Visit and Report: 30%
Research Paper: 30%
Recent Studies in Japanese Religion and Popular Culture Round-table: 25%
Active Participation: 10%

[Changes following student comments]

Not Applicable

[Others]

This is a thematic course. Each week we will cover multiple time periods and religious traditions. While this format will allow us to touch on a wide variety of topics in a short period of time, it does present a challenge. Students will not have the comfort of a historical narrative to provide clues about what is and is not important. You must complete the readings, attend lectures, and ask for help when necessary.

[]

This course provides an introduction to the study of Japanese popular culture, the religious traditions and world-views that inform that culture through textual, visual and other multi-media sources, including manga and anime.

POL300LE

ESOP:グローバル・ガバナンス (Global Governance)

Naoko HASHIMOTO

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 金 4/Fri.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course aims at learning the concept, history, nature, and current state of global governance, focusing on six different thematic issues: (a) peace and security; (b) humanitarian aid and the rule of law; (c) human rights; (d) public health; (e) development; and (f) migration and asylum. Students are to discuss and analyse structures, institutions, actors, and limits of global governance by engaging in critical analysis and case studies. Particular emphasis is put on examining how Japan is contributing to global governance.

【Goal】

Students will learn theories and praxis concerning global governance. Students will also (a) acquire skills to engage in group discussions and conduct case studies and group presentations (if the situation permits); (b) enhance capacity of logical and critical thinking, and (c) improve academic communication skills.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

Apart from lectures by the instructor (and possibly by a guest speaker), students are to engage in group discussions during each class, conduct case studies, and make at least one (group) presentation.

Detailed and written feedback and comments are provided to individual students on all written assignments including a short mid-term reaction paper and a long academic essay to be submitted at the end of the term.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Concept of global governance and outline of the course; discussions on presentation plans
2	Peace and security governance I	Concepts, history, institutions, and current state of global peace and security governance
3	Peace and security governance II	Case studies and a (group) presentation on an aspect of global peace and security governance, focusing on cases of Japan
4	Humanitarian governance and the rule of law I	Concepts, history, institutions, and current state of humanitarian governance and the rule of law
5	Humanitarian governance and the rule of law II	Case studies and a (group) presentation on an aspect of global humanitarian governance, focusing on cases of Japan
6	Human rights governance I	Concepts, history, institutions, and current state of human rights governance
7	Human rights governance II	Case studies and a (group) presentation on an aspect of global human rights governance, focusing on cases of Japan

8	Global health governance I	Concepts, history, institutions, and current state of global health governance
9	Global health governance II	Case studies and a (group) presentation on an aspect of global health governance, focusing on cases of Japan
10	Development governance I	Concepts, history, institutions, and current state of development governance
11	Development governance II	Case studies and a (group) presentation on an aspect of global development governance, focusing on cases of Japan
12	Migration and asylum governance I	Concepts, history, institutions, and current state of global migration and asylum
13	Migration and asylum governance II	Case studies and a (group) presentation on an aspect of global migration and asylum governance, focusing on cases of Japan
14	Review	Essay writing on unseen questions or essay assignment

【Work to be done outside of class (preparation, etc.)】

Students are required to read reference materials (whose list will be distributed on Hoppii) prior to each class. Students are also to conduct case studies and make a (group) presentation at least once per term, focusing on cases of Japan. The average number of study hours outside of class would be roughly 4 hours per week.

【Textbooks】

Thomas G. Weiss and Rorden Wilkinson (eds.) 2018, International Organization and Global Governance (Second Edition), Routledge: London

Thomas Risse, Tanja A. Borzel, and Anke Draude (eds.) 2018, The Oxford Handbook of Governance and Limited Statehood, Oxford: Oxford University Press

【References】

David Levi-Faur (ed.) 2012, The Oxford Handbook of Governance, OUP: Oxford

(* particularly the section on Global Governance)

Jan Aart Scholte, 2005, Globalization: a critical introduction, second edition, revised and updated, London: Red Globe Press.

Ramesh Thakur 2016, The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect, CUP: Cambridge

Michael Barnett, 2009, The International Humanitarian Order (Security and Governance), Routledge: London

Colin McInnes, Kelley Lee, and Jeremy Youde (eds.) 2018 The Oxford Handbook of Global Health Politics, Oxford: Oxford University Press.

Ahmed Shafiqul Huque and Habib Zafarullah (eds.) 2005, International Development Governance, CRC Taylor and Francis

Brian C. Smith, 2007, Good Governance and Development, Macmillan

Alexander Betts (eds.) 2011, Global Migration Governance, OUP: Oxford

【Grading criteria】

Participation (i.e. active engagement in the discussions at class) 20%

Presentation 20%

Final test/essay 60%

* Students' communication skills, critical analytical skills, and original ideas will be evaluated.

【Changes following student comments】

N/A

【Equipment student needs to prepare】

Access to good internet connection

[Others]

The instructor has practical experience in working for the Japanese government (Ministry of Foreign Affairs and Ministry of Justice) and UN agencies (UNHCR and IOM) in the areas of migration, asylum, and human rights for about 15 years. The instructor's knowledge and perspectives gained through the practical experience will be shared with the students.

[None]

None

SOC300LE

ESOP:日本におけるジャーナリズムⅡ (Journalism in Japan II)

Robert SAKAI-IRVINE

Subtitle: **Read Between the Lines: Ethics and Journalism in Japan**

Credit(s): 2 | Semester: 秋学期授業/Fall | Year: Day/Period: 金 5/Fri.5

他学部公開: グローバル: 成績優秀: 実務教員:

[Outline and objectives]

News plays a significant role in forming what we all think we know about the world. Through the lens of print news here in Japan, This course asks students to question and discuss the ethics of reporting, tackling issues including anonymous sourcing, privacy vs. public interest, and cozying up to information sources. Hopefully, you will never look at news articles the same way again.

NOTE: You may enroll in this course without having taken Journalism in Japan I.

[Goal]

To achieve the above, you will explore the ins and outs of news reporting by:

- exploring how print news media operates in Japan, especially the big national dailies;
- learning the basics of writing articles and penning a few of your own, from a simple crime story to a major news feature;
- looking at real-world examples from both the past and more recent times, and discussing ethical problems and solutions for each case with classmates and the instructor;
- and choosing real-time news stories to dissect in class, asking the basic but important questions: What happened? And is it news?

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]**In Class**

Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.

We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about what it means to behave as an ethical journalist, editor or publication in each situation.

This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.

Articles

The bulk of the written work for this course is made up of three news articles the students will have to write based on provided information and, for the last two, their own research. The articles will rise in complexity from basic news report to a news feature on a major social issue. The instructor will be looking for structure, efficient presentation of information, and adherence to newswriting ethics such as source accreditation.

Other Written Work

The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade (where applicable).

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	What makes a good news article?	Outline of the class. Class discussion: What makes a good newspaper article? And what are the ethical foundations of writing one? Short essay assigned. Due in Class 3.
2	Part I: The Japanese news media landscape Part II: Building an article	Part I: The Japanese news media landscape: Who are the big players in Japan's news media? What are its unique features? And what's it like to be a Japanese reporter? Part II: What are the major types of article, and how is each one built?
3	Coverage	Who gets coverage? And why? Short essay due. Article assignment 1: Write a basic news article based on provided information. Due in Class 4.
4	Sources	Goldmines and landmines. Article 1 due.
5	Access journalism and Japan's kisha clubs	What is "access journalism"? ANd what are kisha clubs, a fairly unique feature of reporting in Japan? Article assignment 2: A news piece about former US President Barack Obama's visit to Hiroshima, using speech excerpts. Due in Class 7.
6	Getting personal	Can reporters be friends with their sources? Case study: The Mainichi Shimbun and the return of Okinawa.
7	Anonymity	The prevalence of anonymous sources in Japanese articles. When is anonymity necessary, and when is it an ethical misstep? Who does anonymity serve? Article 2 due.
8	Documentary screening I	Citizenfour screening. Article assignment 3: Long-form news article or feature, based on provided information and quotes plus the student's own research. Up to a 5% bonus for original reporting. Due in Class 11.
9	Documentary screening II	Citizenfour cont'd.
10	Snowden as a source	Discussion of Edward Snowden as a news source, and his treatment by reporters.
11	Driving the discussion	Advocacy journalism, agenda-setting and the purpose of reporting the news. Article 3 due.
12	Things foreign	Overseas news coverage in Japan, and Japanese news coverage overseas.
13	PR and the press	What's news and what's an ad?
14	New Media	What are the ethical implications of instant news? How does the digital news landscape in Japan compare to overseas?

[Work to be done outside of class (preparation, etc.)]

- Weekly reading assignments.
- Read and be ready to discuss at least one news article about Japan each week.

- Write three news articles and one short essay.

The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Students will receive readings in each class. Also, students are expected to keep an eye on current affairs in Japan by following the news regularly.

[References]

Additional literature will be introduced in class as necessary.

[Grading criteria]

Participation: 25%

As this is a heavily discussion-focussed class, you should be willing to state your views on the topics covered and engage both the instructor and your classmates in debate and exchanges of ideas. Everyone will have plenty of chances to speak, and you will be given the time you need to express yourself, so make your voice heard.

Preparation: 25%

Be ready to discuss the weekly readings in detail and from multiple angles. Please note that you will sometimes be asked very specific questions about the readings, and to make short group presentations regarding the material.

Also, have at least one Japan-related article from that week's news ready to discuss in every class.

Three articles: 40%

Article 1=5%, Article 2=15%, Article 3=20% (+possible bonus)

Note that you should be ready to exchange your work with classmates for peer review. That means getting things done on time. In the news business, missing deadline is not an option.

One short essay: 10%

NOTE: Three unexplained absences will result in an automatic E.

[Changes following student comments]

I will make sure to allow time for discussion on the article writing assignments after they have been handed back, to better prepare students for the next assignment in the series.

I have also changed the topic of Class 5 to Access Journalism, to broaden the discussion of the issue out from kisha clubs.

[Others]

This is a practically focussed sister class to JiJ I: Journalism and the Power of the Press in Japan, though it may be taken on its own with no problem. Some foundation material is shared with Power of the Press, but the core focus and tasks are different.

MAN300LF

JAL

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period :

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

【Goal】

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

【Active learning in class (Group discussion, Debate.etc.)】

【Fieldwork in class】

【Schedule】

No.	Theme	Contents
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【Work to be done outside of class (preparation, etc.)】

【Textbooks】

【References】

【Grading criteria】

【Changes following student comments】

HIS300LE

ESOP:日本近現代史 (Modern and Contemporary History of Japan)

Marco TINELLO

Credit(s) : 2 | Semester : 秋学期授業/Fall | Year :
Day/Period : 土 2/Sat.2

他学部公開 : グローバル : 成績優秀 : 実務教員 :

[Outline and objectives]

This course explores the modern and contemporary history of Japan with a focus on its foreign relations. We examine the interrelated history of Japan with China, Korea, Ryukyu, Southeast Asia, and the Western world from the mid-1800 century to the present.

[Goal]

To enrich participants view of the modern and contemporary history of Japan by providing an outline and a framework to better understand the events that shaped the modern and contemporary history of Japan.

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The style of each class of this course consists of the instructor's lecture and an open-ended discussion. In the first part of the lesson, I will give a lecture on a given subject, and in the second, we will discuss a paper, which the students are required to read in advance.

Comments for assignments are given during office hours.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Overview of the Course and Explanation of Basic Concepts
2.	East Asian diplomacy	Japan and its traditional relations with East Asia
3.	The Edo Period	The Tokugawa bakufu's foreign relations
4.	The Late Edo Period (1)	The arrival of the Western powers in East Asia
5.	The Late Edo Period (2)	The opening of Japan
6.	The Late Edo Period (3)	The collapse of the Tokugawa bakufu
7.	The Meiji Revolution	The establishment of the Meiji government and the creation of a modern state
8.	The Meiji Period (1)	The annexation of Ryukyu and the treaty with Korea from a global perspective
9.	The Meiji Period (2)	From the Sino-Japanese War and Russo-Japanese War to the Annexation of Korea
10.	The Taisho and Showa Eras	The Japanese empire from ascendance to collapse: The Second World War
11.	The Showa Era (1)	The American occupation and its legacy
12.	The Showa Era (2)	Changes in Japan after the Second World War

13.	Contemporary Japan	Present-day Japan and its contemporary diplomatic issues
14.	Final Examination	Course conclusion and Final Examination

[Work to be done outside of class (preparation, etc.)]

A resume (outline) will be released each week during the class. Students are required to read in advance a paper and be prepared for discussion. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Resumes and copies of reading materials will be available during the course.

[References]

Gordon, A.: A Modern History of Japan: from Tokugawa Times to the Present, Oxford University Press, 2003.

Jansen, Marius B.: The Making of Modern Japan. Belknap Press, 2000.

Sven, Saaler (ed.): Routledge Handbook of Modern Japanese History. Routledge, 2017.

[Grading criteria]

Participation: 20% (Student's participation in class is evaluated weekly)

Class contribution and discussion questions: 30%

Final examination: 50%

[Changes following student comments]

Not applicable.

[Others]

Office Hours: By appointment