

# 2019年度 交換留学生受入れプログラム(ESOP) 講義概要(シラバス)



法政大学

# 科目一覧

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SOC326LE

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

Robert SAKAI-IRVINE

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

## [Outline and objectives]

Journalism in Japan I 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 interest" 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.

## [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)]

Students will be expected to prepare for class using the assigned readings (and anything else relevant that catches your eye) and be active contributors to class and small-group discussions. Furthermore, students will be divided into small groups to prepare for end-of-semester debates on major issues facing journalism now. Like any good journalist, be curious and critical.

[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. <b>Short essay due.</b>
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 the present and the new Special State Secrets Law. Is freedom of speech under threat in Japan?
6	Kisha clubs	What are Japan's press clubs, and can they be used to strangle free reporting?
7	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."

8	Hot Potato Topics II	Presentations to the class on specific hot potato topics. Group discussion.
9	Hot Potato Topics II continued	Presentations to the class on specific hot potato topics. Group discussion.
10	Team debate preparation	Preparing for team debates on questions of freedom of the press and journalistic ethics.
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	Freedom of the press in the social media age	Is fake news and mass opinion manipulation a threat to true freedom of speech?
13	Team debates I	Team debates on questions of freedom of the press and journalistic ethics.
14	Team debates II	Team debates on questions of freedom of the press and journalistic ethics.

[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.
- One short essay, presentation preparation, debate preparation.

## [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%

Debate performance and participation: 20%

Debate preparation: 30%

Your team will be required to submit its opening statement, arguments and evidence, and an annotated bibliography. You will also need to submit a short paper on your own position on your topic, 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]

There will be greater emphasis on group work before class discussions on the topic of the day. The timing of the first assignment has also been shifted.

## []

Journalism in Japan I 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 interest" 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.

SOC322LE

## ESOP:近代日本の文化と社会 (Culture and Society in Late Meiji and Taisho Japan)

Masaaki KINUGASA

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

Final term paper: 45%

[Changes following student comments]

The instructor will make more effort to encourage students to ask questions and to participate actively in discussions.

[Others]

The schedule may be subject to change based on class size and other factors.

### [Outline and objectives]

This course aims to provide students with a survey of Japanese society and culture in the years between the end of the Russo-Japanese War (1905) and the Mukden Incident (1931), often referred to with the term "Taisho Democracy." As the period was marked by social and political trends that anticipated the post-World War II democratized regime, it is hoped that the survey will afford a better understanding of present-day Japan and its people.

### [Goal]

The main goals of the course are as follows:

- 1) Students will be familiarized with historical facts of the above-mentioned era and learn to look at "Taisho Democracy" from various aspects.
- 2) Students will learn how to situate Japan today properly in a broader historical, social, and cultural context.

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

### [Method(s)]

The course will explore a wide range of texts taken from such fields as socio-political history, literature, cultural criticism, popular culture, etc., in order to understand the cultural and social complexity of the era. It will comprise lectures, discussions and presentations.

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

あり / Yes

[Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
1.	Introduction	General Guidance
2.	Political History (1)	The Meiji Constitution and Parliamentary System
3.	Political History (2)	The Rise and Fall of Party Cabinets
4.	Critique of Impetuous Modernization	Natsume Soseki and the "Pride of Meiji"
5.	Education and Elitism (1)	Universities and Special Higher Schools
6.	Education and Elitism (2)	Taisho Youth Culture and Intellectuals
7.	The Family-State Ideology(1)	The Emperor System and Modern Shinto
8.	The Family-State Ideology(2)	Labor and Tenant Movements
9.	The Family-State Ideology(3)	Women Writers and the Feminist Debate
10.	Literature	The National Narrative and Modern Novelists
11.	Consumer Culture (1)	Urbanization and the New Middle Class
12.	Consumer Culture (2)	Food, Clothing, and Housing
13.	Overview (1)	Taisho Democracy and Early-Showa Military Statism
14.	Overview (2)	Taisho Legacies in Post-war Japan

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

- 1) Students are required to do the assigned reading and come to class prepared to join in discussion.
- 2) Students are required to complete written assignments on time.

### [Textbooks]

Reading materials (all in English) will be provided by the instructor.

### [References]

- Gordon, Andrew. *A Modern History of Japan: From Tokugawa Times to the Present*. 3rd ed. New York and Oxford: Oxford University Press, 2013.
- Allison, Gary D. *The Columbia Guide to Modern Japanese History*. New York: Columbia University Press, 1999.
- Varley, Paul. *Japanese Culture*. 4th ed. Honolulu: University of Hawai'i Press, 2000.

Other reference materials will be suggested by the instructor as necessary.

### [Grading criteria]

Class participation (homework assignments, discussions, reaction papers, etc.): 35%  
Short papers: 20%

POL329LE

## ESOP:グローバル・ガバナンス (Global Governance)

Masako YONEKAWA

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

## 【Outline and objectives】

This course aims to learn the nature and reality of five various governances which are playing important role in global governance: migration, development aid, humanitarian aid, human rights and peace. Students are to discuss and analyze the actors who governs the global governance, the role and responsibility of governments, UN and NGOs, including the government and NGOs of Japan, and the objective of each governance.

## 【Goal】

Students are expected to intermingle their knowledge with other studies, to gain logical and critical thinking, and to improve communication, writing and questioning skills.

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

## 【Method(s)】

Apart from lectures by Yonekawa and few guest speakers, students are expected to prepare group presentation few times (whose group will be most probably decided on the second week) for most classes. Active discussion is highly encouraged.

【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 role of Japan
2	Development Aid and Humanitarian Aid governance	Watching "Poverty Inc."
3	Peace governance I	War, genocide and peace: examing Rwandan genocide
4	Peace governance II	Main problem of nuclear ban and security in Northeast Asia
5	Human rights governance I	Japan's overall human rights' records
6	Human rights governance II	Japan's secrecy law and conspiracy law
7	Human rights governance III	Japan's rights to information and UN Special Rapporteur
8	Migration governance I	Difference between refugees and migrants
9	Migration governance II	Japan's role in migration governance, and internally displaced persons in Japan
10	Humanitarian governance	meaning of humanitarian, objective of refugee camps
11	Migration and humanitarian governance	Protracted refugees and security
12	Development Aid Governance I	What is Dead Aid?
13	Development Aid Governance II	What is TICAD and Japan's role in Africa?
14	Final test	Summary of your learning

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

Students are required to read references and some materials (whose list will be distributed on the first classes) prior to each class.

Depending on the availability of guest speakers, the schedule may need to change.

【Textbooks】

No textbooks will be used.

【References】

Agier, M. Managing the Undesirables- Refugee Camps and Humanitarian Government (Polity, 2010)

Barnett, Michael and Martha Finnemore, Rules for the World: International Organizations in Global Politics (Itacha and London: Cornell University Press, 2004)

Commission on Global Governance, Our Global Neighbourhood, 1995

Fabbrini, Federico and Vicki C. Jackson, Constitutionalism Across Borders in the Struggle Against Terrorism (Edward Elgar Pub, 2016)

Koizumi, Koichi and Gerhard Hoffstaedter eds. Urban refugees: Challenges in protection, services and policy, Routledge, 2015.

Loescher Gil et al eds. Protracted Refugee Situations: Political, Human Rights and Security Implications (United Nations University, 2008)

Moyo, Dambisa. Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa (Farrar Straus & Giroux, 2010)

Rever, Judi. In Praise of Blood The Crimes by Rwandan Patriotic Front (Random House Canada, 2018)

Umutesi, M.B. Surviving the Slaughter : The ordeal of a Rwandan refugee in Zaire (University of Wisconsin Press, 2004).

Weiss, T.G. and R. Wilkinson, Global Governance and Intl Organizations (Routledge, 2013)

【Grading criteria】

Participation (not attendance but raising questions and leading the discussion at classes) 20%

Presentation 40%

Final test 40%

Students' communication skill, analysis skill, and original idea will be evaluated.

【Changes following student comments】

Students should not dominate the discussion and ensure that other students can have opportunity to speak.

【Equipment student needs to prepare】

N/A

【Others】

N/A

【None】

None

PHL309LE

## ESOP:日本の思想 I (Japanese Thought I)

Shunsuke NOZAWA

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

### [Outline and objectives]

Sociality in Contemporary Japan: Connection and Disconnection

### [Goal]

This course explores a cultural philosophy of sociality in Japan: the way in which people find themselves in relations of obligation, attachment, isolation, indifference, and so forth. The focus is on the contemporary period but the course readings will include some historical materials as well. How is social relationality theorized and acted upon in practice? Drawing on history, sociology, anthropology and other traditions of scholarly knowledge, the course examines diverse ways in which social connection and disconnection are imagined and embodied in contemporary Japan.

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

### [Method(s)]

Classes will consist of discussion and lectures. Students will make active contribution to class discussion through presentations and breakout sessions. Students will conduct a research project – group or individual – on a topic of their choosing, and present their findings in a conference-style presentation as well as a written report.

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

あり / Yes

[Fieldwork in class]

あり / Yes

### [Schedule]

No.	Theme	Contents
1.	Introduction	Scope of the course
2.	Cultural Norms	Benedict: norms of "Japanese" sociality, and modes of exclusion
3.	Discourses of Troubled Sociality	Overview of the contemporary situation
4.	Contact	Nozawa: phatic communication, media culture
5.	Intimacy	Takeyama, Galbraith: affective labor, neoliberal self
6.	Care	Goldfarb: the normative shape of "the Japanese family"
7.	Sex	Hambleton: sexual desire and pleasure
8.	Attunement	Roquet: ambient media, the idiom of the "air" (kuki).
9.	Fieldwork Assignment	Student presentations
10.	Strangership	Horgan: "stranger" as a category of thinking
11.	Stranger Sociability, I	Urban culture: "third places" in Japan and beyond
12.	Stranger Sociability, II	Online culture: virtual sociality, social media, anonymity
13.	Student Research Project, I	Student presentations
14.	Student Research Project, II	Student presentations

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

Classes consist mainly of lectures, discussion, and presentations. Students will make active contribution to class discussion. Students will conduct a research project – group or individual – on a topic of their choosing, and present their findings in a conference-style presentation as well as a written report.

[Textbooks]

None. Readings will be provided by the instructor.

[References]

Ruth Benedict. *The Chrysanthemum and the Sword*. (Houghton Mifflin Harcourt, 1946)

[Grading criteria]

Class participation 15%

Weekly Reports 15%

Fieldwork Assignment 30%

Final Research Project 40%

[Changes following student comments]

The course schedule has been modified based on student comments calling for more discussion on popular media culture.

MAN319LE

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

John Rajeski

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

### 【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】

Survey course to better equip students with an understanding of Japanese capitalism and entrepreneurship.

【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.

【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 entrepreneurs and innovation contributed to Japanese business development?
2	Exploring the Roots of capitalism/entrepreneurship in the Tokugawa Period	Development: Lecture and discussion on this period
3	Early development of capitalism/entrepreneurship the Meiji period	Advancement: Lecture and discussion on this period
4	Japanese capitalism/entrepreneurship (held off-campus)	Field trip 1 <a href="https://www.shibusawa.or.jp/english/center/establishment02.html">https://www.shibusawa.or.jp/english/center/establishment02.html</a>
5	Japanese capitalism/entrepreneurship in the Taisho period	Growth: Lecture and discussion on this period (and, field trip 1)
6	Japanese capitalism/entrepreneurship in the War(s) period	Growth and decline: Lecture and discussion on this period Written assignment 1
7	Japanese capitalism/entrepreneurship (held off-campus)	Field trip 2 <a href="https://www.sonyexplorascience.jp/english/">https://www.sonyexplorascience.jp/english/</a>
8	Japanese capitalism/entrepreneurship during the Occupation/Early Postwar period	Rebirth: Lecture and discussion on this period (and, field trip 2)
9	Japanese capitalism/entrepreneurship during the High Growth period	Modernization: Lecture and discussion on this period
10	Japanese capitalism/entrepreneurship in the stable growth period	The Middle Class: Lecture and discussion on this period
11	Japanese Capitalism/entrepreneurship during the bubble economy period	White-hot: Lecture and discussion on this period
12	Japanese Capitalism/entrepreneurship during the Heisei Recession and Abenomics periods	The Burst: Lecture and discussion on this period
13	Final student presentations	Student presentations (the first group of presentations will be completed)
14	Final student presentations	Student presentations (the second group of presentations will be completed)

【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.

### 【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)
- (3) Thomas Friedman, *The Lexus and the Olive Tree*, Farrar, Straus, Giroux (1999).

### 【Grading criteria】

\*Evaluation Percentages Outcomes Assessed Type of Assessment (%)  
(Course) website and/or library-based assignments - 30%

On-going course materials as assigned

Verbal and/or Written

In-class Quizzes - 25%

Announced or Pop

Final Presentations - 25%

Demonstrated Knowledge

\*Attendance - 10%

Commitment and Active Participation

Taken every class!

(\*Attendance guideline as outlined by the university)

Field trips - 10%

Demonstrated Knowledge

\*Grading matrix posted on syllabus (uploaded under files)

【Changes following student comments】

Not applicable. The instructor is teaching this course for the first time.

【Equipment student needs to prepare】

Computer/tablet, class notebook, pencils/pens and a sense of curiosity.

【Others】

A detailed syllabus with a list of all the reading assignments will be distributed on the first day of class.

【】

(1) To define and discuss the meaning of “capitalism” in the Japanese context and (2) to acquaint students with some of the relevant aspects of Japanese business and the parties involved.



SOC316LE

## ESOP:日本の近代とメディア (Media and Modernity in Japan)

Shiho MAESHIMA

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

## 【Outline and objectives】

This course aims to give students an overview of the interconnections between the formation of modern discourses and the development of various media in modern Japan up until the early 20th century. While the emphasis will be on print media and their relation to gendered everyday modernity as well as Japan's self image, other related issues will be also explored.

## 【Goal】

By the end of the course, students are expected to have acquired basic knowledge about cultural developments in modern Japan and become able to consider related topics in their socio-historical contexts.

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

## 【Method(s)】

Classes will consist of lectures and various activities, including discussions, reaction paper writing, and student presentations. In each class, students will be expected to critically analyze diverse texts and cultural artifacts ranging from periodical articles and photo images to advertisements in order to better understand or consider the issues in question. Classes are conducted entirely in English. Reading materials are written in English and will be provided in class. There will be an in-class screening of a film.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction; - the 17th century	Course overview/Course Introduction: the Birth of Printing and Publishing
2	From the 17th century to the mid 19th century (Edo Period)	Print and Reading Culture in Early Modern Japan
3	From the early 17th century to the mid 19th century (Edo Period - Meiji Era)	Representations of Japan, Emperor and Empress
4	The 19th century(Edo Period - Meiji Era)	"Good Wife, Wise Mother" as an Invented Tradition
5	The late 19th century (Early Meiji Era)	Visualizing the New World Order: International and National Exhibitions
6	The late 19th century (Early Meiji Era)	Introduction of New Types of Periodicals: News Papers and Magazines
7	From the late 19th century to the early 20th century (Late Meiji Era)	Creation of Gendered Colloquial Writing Systems and a New Order of Print Media
8	The early 20th century (Taisho Era)	Spread of Romantic Love Discourse and Revision of "Good Wife, Wise Mother" Ideology
9	The early 20th century (Late Taisho Era - Early Showa Era)	The Americanization of Everyday Modernity in Japan: Gendered Modern Consumer Culture
10	The early 20th century (Late Taisho Era - Early Showa Era)	Film, Radio, and Everyday Modernity
11	Screening of Yasujiro Ozu's "I Was Born, But ..."	Film Screening
12	From the late 19th century to the mid 20th century (Late Meiji - Early Showa)	Photo-journalism and Representations of the Japan: Before, During, and After WWII
13	The late 20th century (Late Showa Era)	Televised Ads: Rapid Economic Growth, Nostalgia, and Tourism
14	Students' Presentations	Students' presentations based on their final papers

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

Students will be expected to work on each week's assignment(s). Each student will also be in charge of preparation for a presentation or presentations based on the assignments in turn. These assignments will provide the basis for class discussion. Students will have to prepare for a term paper and an in-class presentation based on it.

【Textbooks】

Reading materials will be provided by the instructor.

【References】

Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】

The final grade for the course will be determined by evaluation in the following areas:

Class participation (homework assignments, discussions, lecture reaction, in-class reaction paper writing): 35 %

Presentation(s): 35 %

Term (Final) paper: 30 %

【Changes following student comments】

I heard from students that many of them started their ESOP program in the fall semester and thus that they would prefer to take an introductory course in the fall semester rather than the spring semester. Accordingly, I have decided to teach the course "Media and Modernity in Japan" in the spring semester and the "Introduction to Japanese Cultural History" (an introductory course) in the fall semester.

【Equipment student needs to prepare】

Students are expected to use the university's online class support system ("H'etudes").

【Others】

Do not miss the first and second classes. (A detailed syllabus will be handed out on the first day.)

Please note, the above schedule is subject to change.

No prior study of Japanese cultural history is required. However, a strong interest and a serious commitment to learning the culture are mandatory.

【】

SOC304LE

## 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

## 【Outline and objectives】

Students will learn various aspects of families and sexualities in Japan today in this course.

## 【Goal】

Students will learn how family life and sexuality are experienced and organized in contemporary Japanese society. This course will give students knowledge of historical backgrounds 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)】

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

【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; Declining marital rate and birthrate (1)
3	Marriage and having children (2)	Declining marital rate and birthrate (2)
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	Same-sex love and transgender issues (1)	Gender identities and Sexual orientation; Lives of lesbians and gay men
9	Same-sex love and transgender issues (2)	Lesbian families and gay families
10	Same-sex love and transgender issues (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.

## 【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

45% Take-home Final Examination

## 【Changes following student comments】

More opportunities for in-class discussion will be provided.

## 【Equipment student needs to prepare】

Students are expected to download class materials through H'etudes.

## 【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.

ECN305LE

**ESOP:日本の金融システム I (The Contemporary Japanese Financial System I -Banking and Credit-)**

John REILLY

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

**[Outline and objectives]**

An examination of the contemporary Japanese commercial banking and credit sectors and the interaction of its main participants: financial institutions, corporations, the general public, government regulatory and supervisory bodies, politicians and industry associations.

**[Goal]**

The goal of the course is for students to gain an understanding of role of commercial banking and credit in the Japanese economy.

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

**[Method(s)]**

The class will consists of lectures and discussions.

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

あり / Yes

**[Fieldwork in class]**

なし / No

**[Schedule]**

No.	Theme	Contents
1.	Course Introduction and Overview Key Concepts and Vocabulary The Role of the Financial System in the Japanese Economy	Introduction of themes covered in the course.
2.	Development of the Post-World War II Japanese Financial System and Structure of the Contemporary Banking and Credit Sectors	Discussion how Japanese banking and credit sectors developed.
3.	Bank of Japan: Role of the Central Bank	Discussion of the Bank of Japan's role in Japan's economy and banking system.
4.	Banking and Credit Regulation: Role of the Bank of Japan and Financial Services Agency	Discussion of the roles of Japanese government in the banking and credit sectors.
5.	Corporate and Consumer Banking Products and Services	Discussion of the services provided by Japanese banks to companies and individuals.
6.	Activities of Japanese Banks in Japan and Abroad	Discussion of Japanese bank activities in Japan and other countries.
7.	Activities of International Banks in Japan	Discussion of international bank activities in Japan.
8.	Midterm Group Report and Presentation	Presentations of midterm group reports.
9.	Credit Cards	Discussion of credit cards in Japan.
10.	Consumer Finance and other Non-bank Credit Providing Institutions	Discussion of credit providing non-bank companies.
11.	Japan Post Bank: The World's Largest Financial Institution	Discussion of Japan Post Bank activities.
12.	Guest Speaker	Presentation by financial industry professionals.
13.	Future Developments in Japan's Banking and Credit Sectors	Discussion of future developments in Japan's financial industry.
14.	Review	Review of course activities.

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

Read and review class material.

**[Textbooks]**

The instructor will utilize material from a variety of academic, financial media, Japanese government and financial industry sources.

**[References]**

Will be provided to students.

**[Grading criteria]**

Students will be evaluated on active class participation, discussions and group work (20%); a midterm group report and presentation (30%); and a final examination (50%).

**[Changes following student comments]**

Students will be expected to be prepared for class discussion by reading handouts and other material distributed by the instructor.

**[Equipment student needs to prepare]**

None.

**[Prerequisites]**

A general knowledge of financial industry structure and terminology is desirable but not required.

SOC307LE

## ESOP:日本のマイノリティー社会 (Japan's Ethnic Minorities)

Chisato HOTTA

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

## [Outline and objectives]

We will begin by introducing several pivotal events during the bakumatsu period. In the late 19th century, Japan feared colonization by the West and responded by incorporating Hokkaido and Okinawa into its empire. Japan next acquire Taiwan following the First Sino-Japanese War (1894-1895). We will then examine the main factors contributing to Japan's colonization of Korea. The process of colonization created a racial discourse about Korea that was greatly influenced by the West.

In the second part of this course, we will discuss Korean migration to Osaka, which was one of the largest industrial cities in the world at that time. Throughout this class, we will investigate how Koreans became racialized. At the same time, we will briefly discuss their positive utilization of the segregated community (i.e. initiating ethnic business, professional services, etc.).

We will study Japanese colonial policies, with a particular focus on how Koreans coped with Japan's assimilation policy (kōminka). We will learn how ethnic identity ("Koreanness") contributed to sustaining their resistance to marginalization.

Additionally, we will examine how Koreans interacted with other marginalized populations-including the burakumin (outcasts), Okinawans, Chinese, and Taiwanese. Lastly, we will discuss a number of issues from the post-war period. Throughout the course, we will consider the meaning of "history from below"-minority history-which counters mainstream historical narratives.

## [Goal]

1. Help students to gain a broader understanding of domestic and world affairs in the early stages of Japan's modernization, and to comprehend how Japanese expansionism and colonialism were intertwined.
2. Help students to learn the concepts of race, ethnicity, etc., and be able to question whether Japanese racism is the same as the Western racism.
3. Develop students' understanding of the global diffusion of racist discourse and practices, their effects in the era of capitalist development, their global circulation through colonialism, and their effects on local communities.
4. Develop students' critical thinking about social and political phenomena.
5. Develop students' awareness of and sensitivity to "racial issues" by understanding how racism and racist practices function in everyday life.

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

## [Method(s)]

The format of the course will be short lectures with discussions and presentations. Students are also expected to give one presentation based on close and careful readings of course materials, or on a topic related to this course. Comparative perspectives will be welcomed.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
Week 1	Introduction	A discussion of the goals and outline of the class.
Week 2	Japan's Colonization of Korea: Images of Korea(2-1) Japan's Modernization and the Concept of "Race"(2-2)	We will introduce Japanese expansionism (colonization and immigration) in the competitive international arena after the establishment of the modern nation-state.
Week 3	Korean Migration to Osaka	This week, we will introduce the city of Osaka and seek the reasons why it attracted a large number of migrants. Then, the focus of our discussion will shift to Korean migration from Cheju Island to Osaka.
Week 4	Building the Working Class	1: Settlement 2: The Making of a Korean Working Class

Week 5	Working Class Racism	The massacre of Koreans in the aftermath of the Great Kanto Earthquake of 1924.
Week 6	Residential Segregation and Racialization	This week we will discuss housing discrimination against Koreans. At the same time, we will explore the process of racialization in relation to eugenics.
Week 7	Positive Aspects of a Segregated Community	In this session, we will examine how Koreans strove for economic independence and ethnic solidarity during the 1920s and 1930s.
Week 8	Korean women and their Role in the Community	Korean women were/have been important economically, culturally, socially in their community. We will discover their importance by looking at unofficial sources, including autobiographies.
Week 9	Koreans' Responses to Japan's Assimilation Policy	This week, we will examine the Korean community's cultural resistance against kominka(Japanization).
Week 10	Race Relations in Osaka (1-1)	We will introduce the history of each minority group in Osaka and their relations within neighborhoods. 1) Okinawans, 2) Burakumin, and 3) Chinese and Taiwanese in Osaka.
Week 11	Race Relations in Osaka (1-2)	We will examine the issue of everyday encounters.
Week 12	Race Relations in Osaka (1-3)	We take up the Kishiwada Textile Industry as a case study of race relations in the workplace.
Week 13	Post-war issues	We will discuss the situation of Korean residents in Japan in the postwar period by examining Korean atomic bomb victims and their legal status while taking into consideration the complex international system. Furthermore, we will discuss the phenomenon of "passing."
week14	wrap-up	As globalization is deepening today, racial and ethnic conflicts have occurred throughout the world. The resurgence of right-wing activities in Japan, the spread of the white supremacist movements in the U.S., and neo-Nazi movements in Europe represents such phenomena. Why have such movements arisen in the present era?

[Work to be done outside of class (preparation, etc.)]  
Each student will be expected to read all the assigned articles and books thoroughly before class and prepare questions for class discussion.

[Textbooks]  
Baylisis, P. Jeffrey. *On the Margins of Empire: Buraku and Korean Identity in Prewar and Wartime Japan* (selections).  
Ching, Leo. "Between Assimilation and Imperialization." *Becoming "Japanese " Colonial Taiwan and the Politics of Identity Formation*. pp.89-109.  
Duus, Peter. "The Origins of Meiji Imperialism," pp. 1 - 25 (supplementary), and "Defining the Koreans: Images of Domination," pp.397-423 in *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910*.  
Frederickson, M. George. *Racism: A Short History*. pp. 139-40.(supplementary)  
Holt, Thomas. "Race and Racism." *Encyclopedia of American Political History*, ed. Jack P. Green, p.1, 044.  
Hotta, Chisato. "Korean Cultural Resistance to kōmika,"  
Hotta, Chisato, "Residential Segregation and Racialization."  
Hotta, Chisato. "Race and Class Relations in Osaka, 1920-1945: Neighborhoods, Workplaces, and Everyday Encounters."  
Igarashi, Yoshikuni. *Bodies of Memory: Narratives of War in Postwar Japanese Culture*. (selections)  
Lie, John. *Multiethnic Japan*. pp.83-110.  
Morris-Suzuki, Tessa. "Race." *Re-Inventing Japan:Time Space Nation*. Pp.79-109.  
Omi, Michal and Howard Winant, *Racial Formation in the United States: Form the 1960s to the 1980s*. pp.61-64.  
Tomonari, Noboru. "Configuring Bodies: Self-identity in the Works of Kaneshiro Kazuki and Yan Sogiru," *Japanese Studies*. pp.257-269.  
Ryang, Sonia. Ed. *Koreans in Japan: Critical Voices from Margin*.(selections).

Weiner, Michael. "Discourse of Race, Nation and Empire in Pre-1945 Japan." *Ethnic and Racial Studies* 18(3)(July 1995): pp.433-456.

Weiner, Michael. ed. *Japan's Minorities: The Illusion of Homogeneity*(selections).

Weiner, Michael. *Race and Migration in Imperial Japan*.(selections).

# Xeroxes of all assigned reading will be distributed in class the week before they are due.

[References]

[Grading criteria]

Class Participation 15%

Discussion Question 15%

Presentation 25%

Paper Synopsis 5%

Term Paper 40%

1) Every week in this class, one or two students should bring a question for class discussion. Each student should contribute two questions during the course.

2) With regard to the writing assignments, you must write papers that are 6-7 pages in length: 1) a research paper, 2) an essay based on the course readings. For the research paper, you can choose any topic which is covered in this course.

[Changes following student comments]

Not Applicable

[Equipment student needs to prepare]

Power Point

[]

Bayliss P. Jeffrey. *On the Margins of Empire: Burakumin and Korean Identity in Prewar and Wartime Japan*.Cambridge,MA: Harvard University Press, 2013(selections).

Carprio E. Mark. *Japanese Assimilation Policies in Colonial Korea, 1910-1945*. Seattle: University of Washington Press, 2009 (selections).

Duus, Peter. "The Origins of Meiji Imperialism," *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910*. Berkeley and Los Angles: University of California Press, 1995. pp. 1 - 25.

----- "Defining the Koreans: Images of Domination," *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910*. Berkeley and Los Angles: University of California Press, 1995. pp.397-423.

Frederickson, M. George. *Racism: A Short History*. Princeton and New York: Princeton University Press, 2003 (selections).

Holt, Thomas. "Race and Racism." *Encyclopedia of American Political History*, ed. Jack P. Green, p.1, 044.

Hotta, Chisato. *The Construction of the Korean Community in Osaka Between 1920 and 1945: A Cross-Cultural Perspective*. Diss. The University of Chicago, 2005.

----- "Korean Cultural Resistance to *kōmika*," pp.297-316.

----- "Residential Segregation and Racialization,"pp.150-167.

----- "Race and Class Relations in Osaka, 1920-1945: Neighborhoods, Workplaces, and Everyday Encounters,"pp. 359-454.

Lie, John. *Multiethnic Japan*. Cambridge, MA: Harvard University Press, 2003, pp.83-110.

Morris-Suzuki, Tessa. "Race" *Re-Inventing Japan :Time Space Nation*. London: M.E. Sharp, 1998, pp.79-109.

Tomonari, Noboru. "Configuring Bodies: Self-identity in the Works of Kaneshiro Kazuki and Yan Sogiru," *Japanese Studies*. pp.257-269.

Ryang Sonia Ed., *Koreans in Japan: Critical Voices from the Margin*. London and New York: Routledge, 2000 (selections).

Ryang Sonia and John Lie Eds. *Diaspora Without Homeland: Being Koreans in Japan*. Berkley: University of California Press, 2009 (selections).

Weiner, Michael. "Discourse of Race, Nation and Empire in Pre-1945 Japan." *Ethnic and Racial Studies* 18(3)(July 1995): pp.433-456.

----- ed. *Japan's Minorities: The Illusion of Homogeneity*(selections). London: Routledge, 2008 (selections).

----- *Race and Migration in Imperial Japan*. London: Routledge, 1994(selections).

HIS300LE

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

MARCO TINELLO

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

[Changes following student comments]  
Not applicable.

[Others]  
Office Hours: By appointment

[]  
Students will gain a general understanding of the modern and contemporary history of Japan from a global perspective. One of the main objectives of this course is to understand the historical origins of diplomatic issues that continue to affect Japan today.

### [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.

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

あり / Yes

### [Fieldwork in class]

あり / Yes

### [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.

### [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%

Class contribution and discussion questions: 20%

(Student's participation in class is evaluated weekly)

Final examination: 60%

ECN331LF

## ESOP:日本の経済と産業 (Japanese Economy and Industry)

[Changes following student comments]  
Not applicable.Credit(s) : 2 | Semester : | Year :  
Day/Period : 火 5/Tue.5

## [Outline and objectives]

This course will review and discuss the development of the Japanese economy and industry as a process of adaptation to the changing world and the innovative movement during the processes.

## [Goal]

This course aims to understand Japan's rise as an economy and technological power. Japan was the first major nation outside the Western mainstream, to achieve broad technological and organizational advances. Japan's economic development remains a model for many countries who have not yet been able to master modern technology and organizational forms. How did Japan achieve what it has? Can Japan sustain its technological and economic development given its present economic status and changes in the economy's idiosyncratic features? This course seeks to answer some of the questions above.

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

## [Method(s)]

I will introduce the topics by addressing the main issues in a broad way. All students are required to read the assigned readings and discuss the contents during class.

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

## [Fieldwork in class]

## [Schedule]

No.	Theme	Contents
Weeks 1	Introduction to the course	Overview
Week 2	History of Japan's economic and industrial development	The basic view
Week 3	History of Japan's economic and industrial development	Meiji restoration to World War II
Weeks 4	History of Japan's economic and industrial development (2)	The Post-war industrial development
Week 5	Textile industry	Presentation and discussion
Week 6	Industry development (1)	Textile industry
Week 7	Electrical and communications equipment industry	Presentation and discussion
Week 8	Industry development (2)	Electrical and communications equipment industry
Week 9	Automobile industry	Presentation and discussion
Week 10	Industry development (3)	Automobile industry
Week 11	Industry development (4)	What can we learn from the past?
Week 12	Bubble economy and its collapse	The rise and fall of the bubble economy
Week 13	Current status of Japanese economy	Challenges and emerging trends
Week 14	Final exam	Assessing the degree to which you understand the subject

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

Students are expected to read the handouts or the assigned chapters in the references before each class.

## [Textbooks]

No specified textbooks.

## [References]

Odagiri, H. and Goto, A. (1996), "Technology and Industrial Development in Japan". Oxford University Press.  
Taniuchi, M. (2014), "The Japanese Economy: Then, Now and Beyond". Cengage Learning Asia  
Other additional materials will be provided by the instructor.

## [Grading criteria]

Students will be evaluated based on class participation (20%), reading discussion (10%), presentation (20%) and one final exam (50%).

ECN314LE

## 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

## 【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.

【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 Process 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 High Growth Era
Week 13	Japan's Economy I	The Bubble Burst and Recession
Week 14	Japan's Economy II	

【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.

## 【Textbooks】

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%), Participation (20%), and a Final exam representing the remaining 30% of your grades.

## 【Changes following student comments】

Not applicable.

## 【Others】

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



SOS308LF

## ESOP:ディスカバージャパン I (Discover Japan I)

James LASSEGARD, Akiko MURATA

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

## 【Outline and objectives】

In this course students from diverse nationalities and cultural backgrounds will work together in groups using English and Japanese to do research and learn more about Japanese society in the process. In the classroom, students will learn and use fieldwork research methods in order to gain in depth knowledge of Japanese society. Classroom instruction is comprised of occasional lectures and team-building activities. Students will also learn from each other by sharing information in group discussions.

## 【Goal】

Students will learn how to work effectively and flexibly in multicultural and international groups, learning from the diverse perspectives of group members and overcome the challenges of working with people from different cultural backgrounds. Students will gain in depth knowledge about Japan and Japanese society through experiential learning as a result of this course. Personal and academic growth can be expected. They may even discover something about their own intercultural self and their strength and weaknesses in the process of group and field work.

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

## 【Method(s)】

The course is exploratory and reflective in approach, and it offers multilingual and multicultural platforms for students to collaborate and learn in pairs and in small groups.

Prerequisite for participants: Students are expected to have a strong desire to participate in diverse (multicultural and multilingual) groups. They are also expected to be curious about Japan and Japanese society. English is the main language of course and students should have a strong willingness to communicate in English. Due to the immersive nature of the fieldwork assignments, International students should have at least lower intermediate Japanese language ability. Exceptions may be made if students show strong willingness to communicate.

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

## 【Fieldwork in class】

## 【Schedule】

No.	Theme	Contents
4/12	Orientation	Outline of the class
4/19	Orientation II	Reflection on your assumptions about culture, and cross-cultural encounters.
4/26	Preparation for fieldwork assignment 1	Preparation for the first assignment
5/10	Group tutorials for Fieldwork Assignment 1	Reporting project progress to the instructors.
5/17	Presentations for Assignment 1	Group presentations
5/24	Presentations of Assignment 1	Group presentations
5/31	Reflections of Assignment 1 Preparation for Assignment 2	Reflections on the first assignment Preparation for the second assignment
6/7	Preparation for Assignment 2	Preparation for the second assignment
6/14	Group tutorials (Assignment 2)	Reporting project progress to the instructors.
6/21	Group tutorials (Assignment 2)	Reporting project progress to the instructors.
6/23-24	Final Presentation Retreat (to be held at Tama Campus)	Reporting project progress to the instructors.
6/23-24	Same as above	Reporting project progress to the instructors.
7/5	Wrap Up Session	Reflection papers due
7/9-13	Final tutorials	Individual tutorials

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

Participants will be expected to have the time to conduct fieldwork assignments outside of classroom in pairs or in small groups. No credit will be given to those who do not participate in the Tama Campus retreat weekend. Students interested in taking the course must confirm their participation.

## 【Textbooks】

Handouts

## 【References】

Relevant literature will be introduced in class as necessary.

## 【Grading criteria】

\* Attendance/participation/leadership: 20%

\* Homework and assignments: 15%

\* 2nd presentation (group evaluation): 40%

\* Final paper (individual evaluation): 25%

## 【Changes following student comments】

We have updated the student evaluation percentages.

## 【Others】

There is no textbook for this course. Handouts will be provided and students must do outside research on their topics.

\*Note: The Tama Campus retreat weekend may cost 2,000yen. This includes overnight lodging fee and dinner.

All students who wish to take DJ must also attend the first day of class.

SOC315LE

## 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

## 【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 social problems around the Japanese family, Japanese education, multiculturalism and globalization, work, mental health challenges, aging Japan, and politics of nature.

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 presentations and group 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) and write a paper on a chosen topic.

【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	Overview of sociological theories & introduction to the social constructionist perspective on social problems (reading: Schneider)
3.	Approaches to Japanese Society: <i>Nihonjin-ron</i>	Overview of key concepts in <i>Nihonjin-ron</i> (reading: Goodman [1st half], introductory essay due)
4.	Critical Approaches to Japanese Society	Overview of critiques against <i>Nihonjin-ron</i> (reading: Goodman [2nd half])
5.	A Case Study of a Japanese Social Problem: <i>Hikikomori</i> (Youth Social Withdrawal)	Lecture of instructor's research on <i>hikikomori</i> (reading: Horiguchi)
6.	Approaching Japanese Social Problems	Discussion of media reports on Japanese social problems (article discussion)
7.	Rethinking Motherhood and the Japanese Family	Examining child abuse (reading: Goodman) (presentation)
8.	Suffering School-children	Examining <i>ijime</i> (bullying), <i>futoko</i> (school non-attendance), and violence in schools (reading: Yoneyama) (presentation)
9.	Education and "Internationalization"	Examining <i>kikokushijo</i> (returnees), their problems and privileges (reading: Goodman) (presentation)
10.	Rethinking Masculinities	Examining the <i>salaryman</i> ideology & day laborers (reading: Gill) (presentation)
11.	Mental Health Challenges in Japan	Examining suicide, depression, and other mental health issues (reading: Kitanaka) (presentation)

- |     |  |  |
|-----|--|--|
| 12. | Challenges of an Aging Society         | Examining "good death" and care for the elderly (reading: Danely) (presentation) |
| 13. | Politics of Nature and Post-3/11 Japan | Examining the impact of the 3/11 disaster (article discussion)                   |
| 14. | Summing up                             | Summary and reflections  |

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

Every student should submit an A4 1 page self-introductory essay (hard copy) outlining 3 topics he/she wants to make a presentation on with reasons by the 2nd session. 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 (articles/ chapters) prior to class and bring the notes (in either hard/ electronic copy) to class. They will also use a significant amount of time outside class in preparation for an individual/ group presentation on a topic of their choice, as well as writing a paper on the presentation topic within two weeks after the presentation. They will also be expected to bring articles for discussion in class twice during the semester.

## 【Textbooks】

We will not use a textbook.

## 【References】

Goodman, Roger (ed) (2002)*Family and Social Policy in Japan: Anthropological Approaches*. Cambridge: Cambridge University Press.

## 【Grading criteria】

Active class participation (including class discussions and reflections on presentations) 28%; reading notes (checked in 10 sessions) 20%; self-introductory essay 7%; 2 article assignments (5%x2) 10%; presentation 20%; individually-written paper based on the presentation 15%

## 【Changes following student comments】

Students commented that they would like to have more time for group/class discussions, so this class will allocate more time for class discussions.

## 【Equipment student needs to prepare】

H'etudes (授業支援システム) 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/ discuss/ present/ write for an English-medium class and should be interested in and committed to the study of Japanese social problems.

MAN310LE

## ESOP:マーケティング論 (Marketing in Japan)

H.HATANO, Y.ARISAWA, E.SEKIYA, R.ITO, Y.SUZUKI, K.KAMIYA

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

## 【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. ICT (Information and Communication Technology)
2. Automobile
3. Consumer Goods
4. Food

## 【Goal】

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

【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. Their following brief profiles should help students enrolling in the lecture.

-Hiroshi HATANO:

Worked for Mitsubishi Corp. mainly in the machinery group. Joined Nihon UNISYS engaging in production of logistic systems.

-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.

-Eriko SEKIYA

Have been working for Nichirei Corp. since 2000, engaging in Marketing, Promotion and Strategic Planning of Processed foods. Besides, assigned to Ministry of Agriculture, Forestry and Fisheries and Fisheries to promote Japanese ingredient to overseas for 3 and half 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.

-Yoshiko SUZUKI

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

-Kyoji KAMIYA

Worked for Sumitomo Corp. since 1975. Engaged in marketing of offshore drilling rigs and drillships, Automobile and Food Industries. Stationed in Belgium, India, Puerto Rico, UK and Australia for about 19 years.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Class 1	Principles and concepts of Marketing - I (H. Hatano)	Marketing 4Ps, Case: Coca-Cola in Asia
Class 2	Principles and concepts of Marketing - II (H. Hatano)	Brand marketing, Case: Zara & Uniqlo
Class 3	Marketing in the ICT industry - I (Y.Arisawa)	Historical Outline of the ICT industry and Impact of the Internet Revolution in Japan
Class 4	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 5	Overseas Marketing of Japanese Food and Food Culture - I (E. Sekiya)	Position of Japanese food in overseas markets

Class 6	Overseas Marketing of Japanese Food and Food Culture - II (E. Sekiya)	Marketing strategy of Japanese food & food culture in overseas market
Class 7	Marketing in the Automobile industry - I (R. Ito)	Introduction and Overview of Auto Industry
Class 8	Marketing in the Automobile industry - II (R. Ito)	Practices of Japanese Auto manufacturers
Class 9	Marketing in the Automobile industry - III (R. Ito)	Future of Auto Industry
Class 10	Marketing in Consumer Goods - I (Y. Suzuki)	What is consumer goods marketing?
Class 11	Marketing in Consumer Goods - II (Y. Suzuki)	Changes of consumer goods marketing in Japan with time
Class 12	Marketing in Consumer Goods - III (Y. Suzuki)	Future of consumer goods marketing in Japan
Class 13	Marketing in Food Industry - I (K. Kamiya)	Overview of Banana Business in Japan
Class 14	Marketing in Food Industry - II (K. Kamiya)	Uniqueness of banana marketing in Japan and Case Study

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

Students are expected to complete regular reading assignments and prepare an individual project or report.

## 【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】

\*Class Participation: 30% (The criteria for evaluating class participation will be explained in class.)

\*Individual Project or Report: 70%

【Changes following student comments】

Not applicable.

MAN306LE

## 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

## [Outline and objectives]

This course focusses on applied and practical aspects of marketing and innovation.

We will explore major concepts in marketing and provide a framework and perspective for becoming a marketing practitioner.

This course uses the case method through out and requires regular student participation and interaction.

The class uses a mixture of Ivey Business School Cases, selected articles and practical experiential interactions.

## [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 will be taught using a variety of instructional and learning models. Everyone learn 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.

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.

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1.	11 April: - Introduction	- Introduction to the course - Marketing Framework Overview - Discussion of current issues in marketing - globally and in Japan
2.	18 April: - Market Analysis	Uncovering the deeper issues and problems in markets; a framework for analyzing markets; a examination of the Japanese market; accessing information
3.	25 April: - Marketing Strategy and Perspective	Orienting perspectives toward marketing through examining the works of marketing practitioners
4.	9 May: - Introducing and practicing the Case Study Method	First case analysis and application of the case study method; Mini-case on brand extension, reviving a sagging brand
5.	16 May: - Innovation I	Christiansen - The Innovator's Dilemma; Product innovation in Japan; The silver market phenomenon
6.	23 May: - Innovation II Experiential class	Building on and evaluating ideas in the product-creating process - working with cultural constraints

7.	30 May: - Case	- Innovation Case: Apple Watch Product positioning: electronics in Japan
8.	6 June: - Advertising and Branding	Kellogg Ch10 - Advertising Strategy Examination of state of advertising and advertising in Japan
9.	13 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 Student presentations
10.	20 June: - Midterm Presentations	
11.	27 June: - Global Marketing - Branding	Case: Lego Branding and localization in Japan
12.	4 July: - Global Marketing - Strategy	Case: Espresso Lane (Illy)
13.	11 July: - Marketing Strategy in a digital start-up	Case: Urban Baby Japanese market entry strategies
14.	18 July: - Course review and wrap up	Discussion and Final Presentations

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

- 1) Students must read and prepare each of the cases 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 marketing plan.
- 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.

## [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, Philip and Kevin Lane Keller (2012), Framework for Marketing Management, 5th Edition, Pearson Higher Education, ISBN: 9780132539302.

## [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 receive one unapproved absence. All other absences will be counted against the grade
- 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 including GoogleDrive, GoogleDocs. Set up gmail account prior to the first class.
- Bring pen, paper, cell phone and computers to class as they will all be used at appropriate times

Q

This course focusses on applied and practical aspects of marketing and innovation. Students will explore major concepts in marketing and provide a framework and perspective for becoming a marketing practitioner. 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 method throughout and requires regular student participation and interaction. The class uses a mixture of Ivey Business School Cases, selected articles and practical experiential interactions.

ECN312LE

## ESOP: 国際金融論 (International Finance)

M.ISHIBASHI, M.MATSUOKA, E.KOIZUMI, K.AOKI

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

## 【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. Stock & Bond Markets
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. 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. Still working as independent finance and trade consultant.

-Michinori MATSUOKA

Joined Citicorp (current Citigroup Inc.) and held several senior positions in the Institutional Banking and Private Banking Groups throughout his career of almost 30 years at Citigroup. He also worked as Chief of Staff to North Asia Region Head of Citigroup Private Bank.

-Eiji KOIZUMI:

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

-Katsuhiko AOKI

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

【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 (M. MATSUOKA)	Overview on Finance - Indirect Finance and Banking in Japan
Class 3	Direct Finance and Indirect Finance 2 (M. MATSUOKA)	Direct finance -Bond Markets and Stock Markets in Japan
Class 4	Direct Finance and Indirect Finance 3 (M. MATSUOKA)	Transitions from International Finance to -Global Finance -Discussion on Global Finance issues -Essay Assignment
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	International Finance in Asia 1 (E. KOIZUMI)	Finance and Investment in Asian Countries I
Class 9	International Finance in Asia 2 (E. KOIZUMI)	Finance and Investment in Asian Countries II (Focusing on China)
Class 10	International Finance in Asia 3 (E. KOIZUMI)	Project Finance
Class 11	International Finance in Asia 4 (E. KOIZUMI)	Case Study Discussion
Class 12	M&A 1 (K. AOKI)	M&A transaction, strategy, etc
Class 13	M&A 2 (K. AOKI)	M&A transaction, evaluation
Class 14	M&A 3 (K. AOKI)	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.

## 【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 announced in class

## 【Grading criteria】

Final grades will be determined as follows:

Class participation 30% (The criteria for evaluating class participation will be explained in class)

Four writing assignments (reports) 70%

Total: 100%

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.)

## 【Changes following student comments】

Not applicable.

PRI328LE

## ESOP: ネット社会と日本 (Japan As a Net Community)

Yoshiaki OHSHIMA

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

## [Outline and objectives]

This course gives an introduction to Japan's Internet development and deals with its recent trends in network-enabled society ("ネット社会").

This course will focus on the evolution of network communications in Japan over the last few decades. A historical overview will be given on the development of the Internet. Japan's own deployment of global communication networks will then be characterized in terms of technology, standardization, business competition, governmental initiative and deregulation. Also the current status of broadband Internet will be discussed in terms of end-user experiences by taking examples from the following online services:

1) games and streaming multimedia, 2) wireless broadband, 3) ubiquitous computing, 4) net auctions and shopping, 5) weblogs, and social networking services.

Lastly a few sociological and demographic issues will be discussed pertaining to the recent emergence of what is called the "net community".

## [Goal]

To acquire a historical overview of Japan's development of "Internet"  
To acquire knowledge on the current status of ICT environment of Japan  
To become able to relate local experiences and observations to those acquired in home country in view of today's Internet

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

## [Method(s)]

Classes are composed of a series of lectures and thematic discussions every week. The former chronologically covers significant events in the development of Internet in Japan. The latter deals with several subjects of today in order to help students better understand contemporary issues.

In addition, group work activities will be given 3 times during the semester, where groups of 6~8 students collaborate on quick online research on different assigned topics chosen from contemporary issues such as prepaid SIM, online games, Netflix, IoT (internet of things), Airbnb, bit coin, deep learning, etc. The outcome of such group work would be a brief in-class presentation.

Finally term paper (A4 or 8.5x11, 5 pages) will be assigned at the end of the semester, of which subject must be individually proposed towards the last month of the course and chosen from topics covered in the class or within the related areas of Internet and Japan.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
Week 1	Course introduction and overview	<b>Lecture:</b> Course outline and introduction. Concept and historical overview of "internetworking"  <b>Discussion:</b> Getting a mobile phone?
Week 2-3	Early years from N1 to JUNET	<b>Lecture:</b> Early research effort and technological development in Japan to interconnect computers in WAN and LAN domains.  <b>Discussion:</b> Getting a mobile phone?
Week 4	JUNET	<b>Lecture:</b> Service model and the role of telephone companies in domestic and overseas connections.  <b>Discussion:</b> LINE, Twitter, Facebook—What's your favorite social media?

Week 5 WIDE project

**Lecture:** WIDE as large-scale project that has networked academia and industry of Japan.

**Discussion:** LINE, Twitter, Facebook—What's your favorite social media?

Week 6 World Wide Web and ISP competitions

**Lecture:** Web traffic via dial-up access and the emergence of Internet service providers. Enactment of the Telecommunications Business Law.

**Discussion:** Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.  
**Group work 1:**  
**Lecture:** Growing demand for Internet traffic and the development of the commercial network hub and backbone.

Week 7 Commercial IX

**Discussion:** Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.  
**Lecture:** Field studies for xDSL and cable broadband services. Tardy development of broadband infrastructure.

Week 8 Broadband Internet

**Discussion:** Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.  
**Lecture:** Government initiative, strategic plans, and a road map to revitalize the nation for the 21st century.

Week 9-10 "e-Japan"

**Discussion:** E-commerce and net auctions — are you buying or selling?

**Group work 2:**  
**Lecture:** End-user aspect of broadband Internet. Dealing with search engines, "blogosphere", and content archives. Digital divide revisited and web shadow.

Week 11 Web2.0 and the emergence of "net community"

**Discussion:** From past to present—Writing up a time line of events!

**Lecture:** The second stage of government strategic plans. Paradigm shift from "e-Japan" to ubiquitous society.

Week 12 "u-Japan"

**Discussion:** From past to present—Writing up a time line of events!

**Group work 3:**  
**Lecture:** Current status and the possible future—Traceability of food product. E-wallet—Suica, FeliCa, PASMO. Mobile phones and WiFi. Social media.

Week 13 Users in ubiquitous world

**Discussion:** Proposals for the term paper.  
Summary on what we learned.  
Q&A for the term paper

Week 14 Final discussion

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

This course is given in English. No advanced skills in Japanese language are required. However, students may be interested in getting additional information by searching for Japanese articles. Students, who may need occasional help in Japanese language, are encouraged to take advantage of web-based translation services such as Google as your self-help tool. They are not perfect but often useful.

Students are encouraged to make a good use of Hosei's course management system and additional web-based tools to share findings and exchange ideas as part of their individual learning activities as well as to gain efficiency while working on assignments. No prior knowledge is required for getting started.

[Textbooks]

Reading materials will be made available on-line.

[References]

Reading materials will be made available on-line.

For ICT policy making of Japan, look for English pages of Ministry of Internal Affairs and Communications:

[http://www.soumu.go.jp/main\\_sosiki/joho\\_tsusin/eng/index.html](http://www.soumu.go.jp/main_sosiki/joho_tsusin/eng/index.html)

To retrieve English translations of Japanese laws, use the following service by Japanese government:

<http://www.japaneselawtranslation.go.jp/?re=02>

Many useful articles and figures are available from archived "Internet White Paper" since 1996 till 2016, although you need to grab Japanese text and get help from crude translation services such as Google:

<http://iwarchives.jp/>

#### [Grading criteria]

Class participation with reaction paper: 20%

Review quiz: 20%

Homework: 30%

Term paper: 30%

Submitted term paper will be evaluated based upon its 1) format, 2) logical development, 3) relevance, 4) quality of references and 5) originality. By "relevance" your work should be an attempt to somehow characterize contemporary Japan with focused analysis on The Internet and network communications.

#### [Changes following student comments]

I suggest students take enough time to enable themselves to sign on the campus network and registered on "H'etudes" course management system before attending the class.

We often encountered technical problems in accessing campus network via WiFi in 2016, for which I have been working on improving the availability and in considering alternative means for accessibility.

We did not enjoy full benefit of group learning in 2016 in its early attempt, not seeing enough collaboration among Japanese students and international students. To improve classroom management, I have revised the schedule and made clear that lecture subjects and group work themes are on separate horizons. Please note that our group work themes are easy enough requiring no prior knowledge of subjects covered in the class. However, please don't miss out the possible learning outcome of what seemingly easy everyday topics could bring out. You learn a lot through group activities by exchanging and sharing your ideas and experience with your class mates, which turned out effective in the 2017 course.

I would also emphasize the value of reading assignment suggested in the class to better prepared for group activities, for which I do not feel I was most successful in the 2018 class.

#### [Equipment student needs to prepare]

You don't have to be technology-savvy, but we use Internet a lot in the classroom as well as at home.

Each enrolled student should bring his/her own laptop PC(\*) or tablet with WiFi connectivity for individual classroom use. **Smart phones are not allowed as a classroom tool** due to their limited functionality. The instructor would ask you to shut down smart phones to avoid WiFi gets tied up with non-classroom use.

We will make use of various on-line resources, some of which are only available for and limited to campus use. So please make sure that you have access to Hosei campus network with your student ID before attending the first week class.

(\*)Windows laptop PCs are available at the Campus Computing Center for on-campus use.

#### [Others]

We will use web-based tools such as e-Portfolio and "H'etudes" course management system as our communication vehicle.

#### []

This course gives an introduction to Japan's Internet development and deals with its recent trends in network-enabled society ("ネット社会").

This course will focus on the evolution of network communications in Japan over the last few decades. A historical overview will be given on the development of the Internet. Japan's own deployment of global communication networks will then be characterized in terms of technology, standardization, business competition, governmental initiative and deregulation. Also the current status of broadband Internet will be discussed in terms of end-user experiences by taking examples from the following online services:

1) games and streaming multimedia, 2) wireless broadband, 3) ubiquitous computing, 4) net auctions and shopping, 5) weblogs, and social networking services.

Lastly a few sociological and demographic issues will be discussed pertaining to the recent emergence of what is called the "net community".



ARSK330LE

ESOP:日系移民－オキナワンの経験から (Japanese Immigration: The Okinawan Experience)

Stephanie Yuuko ISO

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

**[Grading criteria]**

Participation (Group and class discussion): 40%  
Comments and questions: 20%  
Presentation/Essay: 40%

**[Changes following student comments]**

N/A

**[Others]**

Contact information will be given on the first day of class.

**[Outline and objectives]**

In this course, we will look at mainland Japanese and Okinawan immigration to Hawaii and see how an “Okinawan” identity emerged and is being passed on from generation to generation.

**[Goal]**

The goals of the course are:

- 1) To introduce the history and culture of Hawaii with regard to Japanese and Okinawan immigrants and to consider their impact on its society,
- 2) To encourage further thinking on the issue of immigrants in society in general.

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

**[Method(s)]**

The class will in general be a lecture-based course. An initial topic and materials (visual and references) for each class will be provided by the instructor. Question and discussion time will be provided in each class. Although the class focuses on Okinawans in Hawaii, input and information about immigrants to other countries will be welcome. Students will be expected to submit comments and questions to the instructor as feedback 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
1.	Introduction	Overview of the course
2.	Immigration to Hawaii and the world	An outline of the history of immigration from three perspectives; Japan, Okinawa and Hawaii (U.S.)
3.	Early immigrant experience in Hawaii	Relations between the mainland Japanese and Okinawans, plantation life, and pig farming
4.	World War II: Internment	Life in the internment camps (Hawaii and the mainland U.S.)
5.	World War II: Proving Loyalty	442nd Regimental Combat Team and 100th Infantry Battalion
6.	After the war - The mainland U.S.	The life of Japanese-Americans living on the mainland U.S.
7.	After the war - Hawaii	The Japanese-Americans and the “Okinawan-Americans”
8.	The Okinawan Experience	How the Okinawans became one of the dominant ethnic groups in Hawaii
9.	“Melting Pot” vs. “Salad Bowl”	The difference between the “melting pot” and the “salad bowl” theories using Hawaii society as an example
10.	Maintaining “Roots”	Why Okinawans in Hawaii have been successful in maintaining their “roots” and Okinawan identity
11.	Future generations	The Okinawan identity and the high intermarriage rate in the State of Hawaii
12.	Immigration	Immigration and society today
13.	Presentations	Theme to be announced in class
14.	Student assessment and teacher feedback	Feedback

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

A resume (outline) will be released each week via H'etudes. Students are expected to read this before each class.

**[Textbooks]**

Materials will be made available during the course.

**[References]**

*Uchinanchu a History of Okinawans in Hawaii.* Honolulu, HI: Ethnic Studies Program, University of Hawaii at Manoa, 1981. Print.  
Takaki, Ronald T. *Pau Hana: Plantation Life and Labor in Hawaii, 1835-1920.* Honolulu: University of Hawaii Press, 1983. Print.  
(Available in Japanese at Hosei University library)

PHL321LE

## ESOP:日本の思想Ⅱ (Japanese Thought II)

Shunsuke NOZAWA

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

## 【Outline and objectives】

Contemporary Japanese Occulture

## 【Goal】

This course offers a look at contemporary Japanese culture through some of its "occult" subjects. It is hoped that students will gain an awareness of some aspects of contemporary Japanese culture that share many characteristics with popular culture around the world, and that reveal many interesting, but controversial facets of contemporary life in advanced industrialized societies.

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

## 【Method(s)】

Class time will consist of group discussions and lectures. Students will perform in-class presentations on assigned readings. They will conduct a research project on a topic of their choosing, which will culminate as a term paper and a presentation.

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

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Course overview, grading criteria and assignments
2.	What is "occulture"?	Granholt. Sociological and historical perspectives on the occult
3.	Media and Monsters	Manning. The case of "Slender man." Ostension and projection as two orientations to the mediation of "this" and "other" worlds.
4.	Dark Tourism	De Antoni. Locality and the importance of "distance" in the culture of the occult.
5.	Local Culture and Global "Occulture"	Golub. The story of "mana." Translation and the global circulation of occult idioms
6.	Divination, Gender, Media, Materiality	Miller. "Occult booms" in post-bubble Japan
7.	Midterm Project Presentations	Conference-style presentations
8.	Uncanny Ontology and Epistemological Uncertainty, I	Mori, Jentsch. The concept of "uncanny" and the ideology of the human.
9.	Uncanny Ontology and Epistemological Uncertainty, II	In-class screening/ discussion
10.	"Media," Technology, Spiritualism	Sconce. The modern technologies of disembodiment.
11.	Occult and Modernity, I	Figal. The significance of occult thought in Meiji Japan
12.	Occult and Modernity, II	Foster. The history of Yokai. The "encyclopedic" and the "ludic."
13.	Occult, Media, Popular Culture	Foster. Mizuki Shigeru, "Kuchisake Onna," and other cases of modern occulture
14.	Final Project Presentations	Conference-style presentations

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

Prepare the weekly readings. Conduct a field research. Research on a topic of your choosing, culminating as a conference-style presentation and a paper.

【Textbooks】

None. Readings will be provided by the instructor.

【References】

-Asprem, Egil and Granholt, Kennet. *Contemporary Esotericism*. (Equinox, 2013)

-Figal, Gerald. *Civilization and Monsters: Spirits of Modernity in Meiji Japan* (Duke University Press, 1999).

-Foster, Michael Dylan. *Pandemonium and Parade: Japanese Monsters and the Culture of Yokai* (University of California Press, 2008)

【Grading criteria】

1. Prepare the weekly readings (mandatory)

2. Active class participation: 15%

3. Weekly Reports: 15%

4. Midterm Project: 30%

5. Final Project: 40%

【Changes following student comments】

Based on comments by students from the previous year, the course will continue to feature field research assignments and independent research projects.

【Equipment student needs to prepare】

TBA

【Others】

TBA

ART303LE

## ESOP:日本の演劇 (Japanese Theater)

Akiko TAKEUCHI

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

## 【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 in-depth 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. To make the most of the cultural opportunities that Tokyo provides, theater outings are also planned to be incorporated. The class schedule listed below is therefore subject to change, depending on the theater schedule during the semester.

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Introduction
2.	General overview of Japanese traditional theater	Outing to the Tsubouchi Memorial Theatre Museum, Waseda University
3.	Noh drama	History and theatrical structure of noh drama
4.	Noh and modernism	Adaptation of noh by W. B. Yeats
5.	New noh	Various attempts to apply noh technique in modern theater
6.	Bunraku puppetry	Puppets and human actors
7.	History of Kabuki	History of cross gender performance in Japanese culture
8.	Theatrical structure of Kabuki	Comparison between kabuki and Western cross gender performance
9.	New kabuki	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.

## 【Textbooks】

Various Handouts.

## 【References】

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

Issacharoff, Michael. Discourse as Performance. Stanford: Stanford UP, 1989.

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

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

Zeami Motokiyo, Zeami: Performance Notes. translated by Tom Hare. NY: Columbia UP, 2008.

## 【Grading criteria】

Weekly assignment and participation in class discussion: 40%

Presentations: 30%

Final Examination (in-class writing): 30%

## 【Changes following student comments】

NA

## 【Prerequisite】

None

HIS325LE

## ESOP:日本文化史入門 (Introduction to Cultural History of Japan)

Shiho MAESHIMA

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

## [Outline and objectives]

This course is a survey of cultural history of Japan. Students will expose themselves to a wide range of cultural works, traditions, and practices of Japan in a roughly chronological order. The course will also give students an overview of the scope of approaches and concepts in recent studies in humanities and explore various perspectives from which diverse cultural artifacts can be interpreted or analyzed. Through this course, students will learn how to critically approach various texts and images concerning or produced in Japan, both premodern and modern.

## [Goal]

By the end of the course, students are expected to have gained a basic understanding of cultural history of Japan and to be able to examine a wide variety of cultural artifacts ranging from literary works to representations in mass media, while avoiding cultural essentialism, being attentive to socio-historical contexts and complicated discourses on class, gender, and ethnicity.

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

## [Method(s)]

Classes will consist of lectures and various activities, including discussions, reaction paper writing, and student presentations. In each class students will be expected to critically analyze diverse cultural materials in order to better understand or consider the issues in question. Classes are conducted entirely in English. Reading materials are written in English (sometimes available both in English and Japanese) and will be provided in class.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1.	Course Introduction	Overview of the course
2.	Ancient Times I	Nara, early Heian (cultural interactions in East Asia; invention of Japanese writing systems and the development of gendered literary genres)
3.	Ancient Times II	late Heikan and early Kamakura (further development of gendered literary genres; the beginning of "kokufu bunka")
4.	Medieval Times I	Kamakura (shift in cultural hegemony from the aristocrats to the samurais; spread of culture from the center to the peripheries)
5.	Medieval Times II	Muromachi (cultural interactions in East Asia; further development of samurai culture; development of commoners' culture)
6.	End of Medieval Times and Introduction to Early Modern Period	Late Muromachi (Sengoku, Azuchi Momoyama), the beginning of Edo Period (cultural interactions in East Asia in the "Age of Discovery"; development of popular performances)
7.	screening of a film on bunraku	in-class screening
8.	Early Modern Times I	early Edo (development of commoners' culture; the birth of ukiyoe)
9.	Early Modern Times II	Late Edo (shift in cultural center from the Kamigata (Kansai) to Edo (Kanto); further development of commoners' culture including ukiyoe; censorship)
10.	End of Early Modern Times and the beginning of Modern Times	the end of Edo, the beginning of Meiji (cultural interactions with the West; formations of modern cultural institutions)
11.	Modern Times I	Late Meiji, Taisho (cultural cosmopolitanism; birth of modern popular culture)

12.	Modern Times II	Early Showa (development of popular culture and mass media; censorship)
13.	Modern Times III	Late Showa, Heisei (further development of popular culture and mass media; reactions to Japan's rapid economic development among intellectuals and popular culture)
14.	Students' presentations based on their term paper	Students' presentation (final paper due)

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

Weekly assignments (mainly reading assignments), preparation for in-class presentations, reviewing the previous class, preparation for the final paper.

## [Textbooks]

Reading materials will be provided by the instructor.

## [References]

Reference materials will be suggested by the instructor whenever appropriate.

## [Grading criteria]

Class participation (homework assignments, discussions, lecture reaction, in-class reaction paper writing): 35%

Presentation(s): 35

Final paper: 30 %

## [Changes following student comments]

I heard from students that many of them started their ESOP program in the fall semester and thus that they would prefer to take an introductory course in the fall semester rather than the spring semester. Accordingly, I have decided to teach the course "Media and Modernity in Japan" (a little bit advanced course) in the spring semester and the "Introduction to Japanese Cultural History" (an introductory course) in the fall semester. I also decided to assign the students the final paper instead of writing exams in order to encourage their motivation for study.

## [Equipment student needs to prepare]

Students are expected to use the university's online class support system ("H'etudes").

## [Others]

Do not miss the first class. (A detailed syllabus will be handed out.)

Please note, the above schedule is subject to change.

Prior study of modern Japanese history and media development in Japan is not required. A strong interest in and a serious commitment to learning media and everyday modernity in Japan are.

LIT301LE

## ESOP:日本の文学 (Japanese Literature)

URBANOVA Jana

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

## [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 by including a lecture introducing Okinawan poetry.

## [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 deliver a class presentation on a given topic and to submit a short written summary of the presentation. The topics together with the study materials for the presentation will be distributed at the beginning of the course.

[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; scheduling of presentations
2nd class:	Japanese perception of nature, Part 1	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
3rd class:	Japanese perception of nature, Part 2	The four seasons as one of the central concepts in Japanese culture and literature; the concept of transformation and change, harmony of <i>yin</i> and <i>yang</i> ; perception of time
4th class:	Natural images in classical Japanese poetry	Literal and figural meaning of images; metaphors in Japanese vs. Western poetic tradition; pivot-words ( <i>kakekotoba</i> )
5th 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>
6th class:	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)
7th class:	Japanese poetry, Part 1	The role of poetry from ancient times through the era of <i>Man'yōshū (Collection of Ten Thousand Leaves)</i> to the flourishing era of imperial poetry anthologies
8th class:	Japanese poetry, Part 2	Long and short poetic forms ( <i>chōka</i> and <i>tanka</i> ); believed to be the first Japanese poem in the fixed form; major themes and literary devices in classical poetry
9th class:	Japanese prose, Part 1	Japanese tales and its various genres; the oldest preserved tale ( <i>The Tale of the Bamboo Cutter; Taketori Monogatari</i> ) and the collection of poem tales ( <i>Tales of Ise; Ise Monogatari</i> )

10th class:	Japanese prose, Part 2	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>
11th class:	Tales of the supernatural in pre-modern literature	<i>Ueda Akinari</i> and his <i>Tales of Moonlight and Rain (Ugetsu Monogatari)</i>
12th class:	Tales of the supernatural in modern literature	<i>Akutagawa Ryūnosuke</i> and the influence of <i>Japanese Tales from Times Past (Konjaku Monogatari Shū)</i> ; short stories <i>In a Grove (Yabu no Naka)</i> and <i>Rashōmon</i>
13th class:	The world of fantasy and reality of Miyazawa Kenji	Miyazawa Kenji: fantasy novel <i>Milky Way Railroad (Ginga Tetsudō no Yoru)</i> , poem <i>Be not Defeated by the Rain (Ame ni mo makezu)</i>
14th class:	The world of Okinawan poetry	Language rules in Okinawan lyrical poetry <i>ryūka</i> ; two women poets of Okinawa: <i>Yoshiya Tsuru</i> and <i>Onna Nabe</i> and their <i>ryūka</i> poems

[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 deliver an oral presentation on a designated topic and to submit a short written summary of the presentation 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 final essay topics.

## [Textbooks]

Asquith, Pamela J. and Arne Kalland, ed. *Japanese Images of Nature*. Richmond: Curzon Press, 1997.Keene, Donald. *The Pleasures of Japanese Literature*. New York: Columbia University Press, 1988.

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

## [References]

Selected references:

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.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.

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: oral presentation and written summary (60%); final essay (40%).

## [Changes following student comments]

Since the course is being led by the current teacher for the first time, there are no student comments.

## [Others]

Students who have taken/will take the ILAC courses Elementary Humanities A or Humanities A taught by this instructor, shouldn't register for this course.

[]

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 by including a lecture introducing Okinawan poetry.

ECN317LE

## ESOP:日本の金融システムⅡ (The Contemporary Japanese Financial System II-Capital Markets and Investment Management-)

John REILLY

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

### 【Outline and objectives】

An examination of the contemporary Japanese capital markets and investment management sectors and the interaction of its main participants: financial institutions, corporations, government organizations, industry associations, politicians and the investing public.

### 【Goal】

The goal of the course is for students to gain an understanding of capital markets and investment management in the Japanese economy.

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

### 【Method(s)】

The class will consist of lectures and discussions.

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

あり / Yes

### 【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
1.	Course Introduction and Overview Key Concepts and Vocabulary The Role of the Financial System in the Japanese Economy	Introduction of themes covered in the course.
2.	Development of the Post-World War II Japanese Financial System - Structure of the Contemporary Japanese Capital Markets and Investment Management Sectors	Introduction to capital markets and investment management.
3.	Equity, Public Companies and Initial Public Offerings	Discussion of company stock and listed companies.
4.	Stock Exchanges and Securities Trading	Discussion how stocks and other securities are traded.
5.	Bonds and Fixed Income	Discussion of bonds and other fixed income securities.
6.	Institutional Investment	Discussion of professional investment firms.
7.	Management in Japan Retail Investment	Discussion of personal investors.
8.	Management in Japan Midterm Group Report Presentations	Presentations of midterm group reports.
9.	Alternative Investments: Hedge Funds and Private Equity Firms	Discussion of hedge fund and private equity firm investment activities.
10.	Japan Post Bank and GPIF Roles in Japanese Financial Markets	Discussion of Japan Post Bank and Government Pension Investment Fund activities.
11.	Guest Speaker	Presentation by financial industry professional.
12.	Capital Markets and Investment Management Regulation: Financial Services Agency and Securities and Exchange Surveillance Commission	Discussion of the role and activities of Japanese government financial regulators.
13.	Future Developments in Capital Markets and Investment Management in Japan	Discussion of future developments in Japan's financial industry.
14.	Review	Review of course activities.

【Work to be done outside of class (preparation, etc.)】  
Read and review class material.

### 【Textbooks】

The instructor will utilize material from a variety of academic, financial media, Japanese government and financial industry sources.

### 【References】

Will be provided to students.

### 【Grading criteria】

Students will be evaluated on active class participation, discussions and group work (20%); a midterm group report (30%); and a final examination (50%).

### 【Changes following student comments】

Students will be expected to be prepared for class discussion by reading handouts and other material distributed by the instructor.

### 【Equipment student needs to prepare】

None.

### 【Prerequisites】

A general knowledge of financial industry structure and terminology is desirable but not required.

【】

“Abenomics” is posing new challenges for Japanese securities firms and institutional investors as they actively look for opportunities to grow their domestic and international businesses. The course will look at the structure and characteristics of the Japan’s contemporary capital markets and investment management sectors, main domestic and international participants, Japanese investment bank involvement in global capital markets and Japanese government regulatory reform initiatives to grow the financial services industry.

ECN332LE

## 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 : 火 3/Tue.3

### [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 examine the historical, social, cultural, and economic circumstances surrounding the creation (monozukuri) and global circulation of Japanese goods.

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

### [Method(s)]

(1) interactive lectures and discussions based on reading assignments and information provided in lectures; (2) guided museum visits; (3) group presentations; (4) student-led fieldwork

[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	Globalization; Japan's entry into the global economy; "monozukuri," etc.
2	Global commodities	Japanese (green) tea
3	Global goods and changing lifestyles	Rice Cookers
4	Global cuisine	Ramen/instant cup noodles
5	Postwar Japanese lifestyles and consumer goods	Museum visit to Showakan (National Showa Museum)
6	Global beverage	"Japanese" Coffee
7	Global technology	Cameras
8	Global technology	Camera Museum visit
9	Global taste	Ajinomoto and the "washoku" boom
10	field trip	Ajinomoto Corporate Museum visit
11	Globalization of culture	Cool Japan and soft power: Pokemon
12	Globalizing images of beauty	Fashion and cosmetics
13	Final evaluations 1	Presentations 1
14	Final evaluations 2	Presentations 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 doing all the required reading assignments before coming to class.

### [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 class discussions, presentation of reading assignments, in-class group work/discussion (40%)\*
- (2) Participation in field trips (10%)
- (3) Assignments (20%)
- (4) Final Presentation and short report (30%)

\*More information regarding the syllabus will be provided in class.

[Changes following student comments]

None.

[Equipment student needs to prepare]

None.

GDR324LE

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

Akiko MIZOGUCHI

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

## 【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.

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Lecture on the Concept of Gender in the Japanese Context videos:kabuki, Takarazuka, Akihiro Miwa (In search of Black Lizard), Reference: Global Gender Gap Index
2.	How Single Women Support and Resist Family in Japan	Students' Comments, Lecture and Discussion (Students will sign up for presentations) “Working and Waiting for an ‘Appropriate Person’: How Single Women Support and Resist Family in Japan”
3.	“Reverse Orientalism” in Modern Japanese Discourse	Student Presentation begins. “Are the Japanese Feminine? Some Problems of Japanese Feminism in Its Cultural Context”
4.	Famous "Lesbian" Author and her Novel	“Not That Innocent: Yoshiya Nobuko's Good Girls”
5.	Gender Dynamics in the Takarazuka Revue	Mid-term topic to be announced. “The ‘Magic If’: Conflicting Performances of Gender in the Takarazuka Revue in Japan”
6.	Gender Dynamics in the “Actress Debate”	“Acting Like a Woman,” “Modern Formations of Gender and Performance”
7.	Gendered Fantasy and Representation	Mid-term paper due. “Theorizing “BL (Boys’ Love)” as a Transformative Genre”
8.	Gender Dynamics in Shōjo Manga	“Affective Labor”
9.	Gender in Japanese Art	“Gender Dynamics in Medieval Imperial Panels”
10.	“Otaku,” “moe,” and Consumption	“Love Revolution: Anime, Masculinity, and the Future”
11.	Gender and Work-1	“Uchi, Gender and Part-Time Work”-1
12.	Gender and Work-2	“Uchi, Gender and Part-Time Work”-2
13.	Censorship and Gender	“Oshima Nagisa’s Ai No Korida Reconsidered: Law, Gender, and Sexually Explicit Film in Japanese Cinema”

14. Sexuality As Discursive Construct & Recent LGBT Activism
- Final take-home exam to be handed out.  
“Cartographies of Desire: Male-Male Sexuality in Japanese Discourse 1600-1950 & Three Activists on Gender and Sexuality”

【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.

Write a midterm essay.

Respond to the final take-home exam.

## 【Textbooks】

Reading materials will be provided as handouts or made available on H'etudes. (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】

Contribution to class discussions & comment cards 15%

Midterm essay 30%

Presentation 15%

Final take-home examination 40%

## 【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.



ART333LE

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

Shiho KITO

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

## 【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 the station of which interior and exterior covered up 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 to 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*), as well as practical experience while working on a theme of your own (to be discussed and decided in class).

【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.

【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, paintings and photography
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 figure
7.	<i>Utsusu</i> : Reflection	Exploring photography and film
8.	<i>Tsutaeru</i> : Message	Exploring propaganda and graphic design
9.	Portfolio Preparation	Introducing available book printing service for portfolios
10.	Proposals	Presenting and discussing students' idea
11.	Research and Strategy	Discussing and reviewing work-in-progress in terms of chosen media and strategies
12.	Peer Review	Making final amendments and adjustments to portfolios
13.	Final Presentation / Portfolio Review 1	Feedback session and final presentation
14.	Final Presentation / Portfolio Review 2	Feedback session and final presentation

【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 assigned readings. 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).

【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 12 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】

Not applicable.

【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 500 - 4,000 yen according to size, number of pages, and print quality. Further details will be explained in class.

The instructor is a photographer and an independent curator who has work experience at a contemporary art gallery in Tokyo.

SOS318LF

## ESOP: ディスカバージャパンⅡ (Discover Japan II)

James LASSEGARD, Akiko MURATA

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

## 【Outline and objectives】

In this course students from diverse nationalities and cultural backgrounds will work together in groups using English and Japanese to do research and learn more about Japanese society in the process. In the classroom, students will learn and use fieldwork research methods in order to gain in depth knowledge of Japanese society. Classroom instruction is comprised of occasional lectures and team-building activities. Students will also learn from each other by sharing information in group discussions.

## 【Goal】

Students will learn how to work effectively and flexibly in multicultural and international groups, learning from the diverse perspectives of group members and overcome the challenges of working with people from different cultural backgrounds. Students will gain in depth knowledge about Japan and Japanese society through experiential learning as a result of this course. Personal and academic growth can be expected. They may even discover something about their own intercultural self and their strength and weaknesses in the process of group and field work.

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

## 【Method(s)】

The course is exploratory and reflective in approach, and it offers multilingual and multicultural platforms for students to collaborate and learn in pairs and in small groups.

Prerequisite for participants: Students are expected to have a strong desire to participate in diverse (multicultural and multilingual) groups. They are also expected to be curious about Japan and Japanese society. English is the main language of course and students should have a strong willingness to communicate in English. Due to the immersive nature of the fieldwork assignments International students have at least intermediate Japanese language ability. However, exceptions may be made for those showing strong willingness to communicate.

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

## 【Fieldwork in class】

## 【Schedule】

No.	Theme	Contents
9/27	Orientation	Outline of the class
10/4	Orientation II	Reflection on your assumptions about culture, and cross-cultural encounters.
10/11	Preparation for fieldwork assignment 1	Preparation for the first assignment
10/18	Group tutorials for Fieldwork Assignment 1	Reporting project progress to the instructors.
10/25	Group tutorials for Fieldwork Assignment 1	Reporting project progress to the instructors.
11/8	Presentations for Assignment 1	Group presentations
11/15	Presentations of Assignment 1	Group presentations
11/22	Reflections of Assignment 1	Reflections on the first assignment
11/29	Preparation for Assignment 2	Preparation for the second assignment
12/6	Group tutorials (Assignment 2)	Reporting project progress to the instructors.
12/8-12/9	(date to be confirmed)Final Presentation Retreat (to be held at Tama Campus)	Fieldwork activities, presentations, and reflections at the Fuji Seminar
12/8-12/9	Same as above	Same as above
12/8-12/9	Same as above	Same as above
12/10-22	Final tutorials	Individual tutorials

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

Participants will be expected to conduct fieldwork assignments outside of classroom in pairs or in small groups. No credit will be given to those who do not participate in the Tama Campus retreat weekend. Students interested in taking the course must confirm their participation.

## 【Textbooks】

Handouts

## 【References】

Relevant literature will be introduced in class as necessary.

## 【Grading criteria】

\* Attendance/participation/leadership: 20%

\* Homework and assignments: 15%

\* 2nd presentation (group evaluation): 40%

\* Final paper (individual evaluation): 25%

## 【Changes following student comments】

Student evaluation percentages have been updated to put more emphasis on the 2nd fieldwork project.

## 【Others】

There is no textbook for this course. Handouts will be provided and students must do outside research on their topics.

\*Note: The Tama Campus retreat weekend may cost 2,000 yen. This includes overnight lodging fee and dinner.

All students who wish to take DJ must also attend the first day of class.

ARSI323LE

## 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

## 【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 data and cases. Audio visual materials are also used to enhance students understanding.

【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	1) Stakeholders Analysis 2) Problem Analysis and Objective Analysis 3) Project Design Matrix (PDM)
8	Infrastructure development and Yen loans	1) Economic development and role of infrastructure 2) Master plan study and regional development 3) Infrastructure and Yen 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

10	Participatory development	1) Stakeholders participation in development 2) Role of community, NGOs and local government 3) Case from 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 (Locality)
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 handouts and other reading materials distributed in the class. Students are required to write mid-term paper and final paper.

【Textbooks】

The instructor will provide handouts and reading materials.

【References】

The instructor will indicate reference materials in the course syllabus provided in the first class.

【Grading criteria】

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

【Changes following student comments】

Not applicable.

SOC327LE

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

Robert SAKAI-IRVINE

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

## [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, Journalism in Japan II 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)]

We will use a mix of comparative readings, presentations, writing assignments and plenty of class discussion to explore the journalistic and media landscapes of Japan and get into the nitty-gritty of how the news is reported.

[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. <b>Due in Class 4.</b>
4	Sources	Goldmines and landmines. Article 1 due.
5	Kisha clubs	Kisha clubs are a fairly unique feature of reporting in Japan. But what are they? And are they an ethical source of news? 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. Citizenfour cont'd.
9	Documentary screening II	
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.

## [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 have endeavoured to boost the time for group discussions, to help students test their ideas with a small circle of peers before presenting them to the class as a whole.

## [Others]

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

[]

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, Journalism in Japan II 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.

TRS320LF

ESOP:コンテンツツーリズム (Culture Tourism and J-Pop)

Toshiyuki MASUBUCHI

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

[Changes following student comments]

Whenever possible, we will devise the contents to meet students' interests.

[Others]

There are also minor changes to course content.

[Outline and objectives]

To consider the use of media content in the development of tourism using both older works and the latest examples within the context of regional development, as well as, to introduce the contents of the works themselves.

[Goal]

Through tourists' consumer behavior, we will consider the degree and penetration history of pop culture in Japan. The goal is to give an overview of Japanese pop culture to students.

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

[Method(s)]

Classes are in lecture format, but we use a lot of materials such as images. And students are also required to actively participate in debate.

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

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
1.	Course introduction	In this time, we will introduce ourselves and guidance of teaching.
2.	Explanation of a Cultural Tourism and J-Pop.	Outline of sightseeing using creative work is described.
3.	History of a Cultural Tourism and J-Pop.	I will describe the relationship between creative work and sightseeing. I will explain the history of Cultural Tourism and J-Pop in Japan.
4.	The Charm of "Kita no Kunikara" (From a North Country)	I will describe an example of successful creation of tourism by TV drama.
5.	The Charm of "Taiga drama" (NHK historical dramas)	I will explain the NHK Taiga Drama and sightseeing.
6.	Korean Boom Drama: "Winter Sonata"	I will describe tourism creation by Korean drama.
7.	The reasons for the development of the "Shigeru Mizuki Road"	A Case of Tourism Creation Utilizing Manga
8.	Anime as Fetish	About animation tourism
9.	Historical novels and the development of sightseeing	Relationship between historical novel and sightseeing in Japan
10.	Tourism caused by songs containing local references.	About music tourism
11.	A look at sites in "Bokuraga Ita" by Yuki Obata	A Case of Manga Tourism in Kushiro City
12.	A look at sites in "1Q84."	About sightseeing behavior over novel by Murakami Haruki
13.	A look at "Your Name."	About "your name" that became a worldwide hit
14.	Summary of this lesson	Characteristics of Japanese pop culture

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

As a pre-class study, students may be asked to read literature on Japanese pop culture, and to check out specific works introduced in class as learning after class.

[Textbooks]

Instructor will provide readings during the course.

[References]

nothing special

[Grading criteria]

20% Classroom participation, 20% Participation in class debate sessions, and 60% final report

ECN313LE

## ESOP:日本の金融論 (Money and Finance in Japan)

Naotsugu HAYASHI

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

## 【Outline and objectives】

Money in the economy corresponds to blood in the human body. This course explains in plain terms the monetary and financial system, theory and policy in Japan.

How do households and businesses manage income and expenditure, how does the government balance tax revenues and fiscal expenditures? The theme of this class is to understand the mechanism and work that each economic agent generates to finance money and to make the economy work from both theoretical and practical points of view.

It will be very easily understood even by students whose major is not economics.

The main themes of this course are the following:

1. Basic concepts of our monetary economy: financial markets, institutions, structure and system in Japan.
2. Basic microeconomic analysis of household finance and corporate finance in Japan.
3. Basic macroeconomic analysis of the Japanese monetary economy: financial and goods markets, monetary and fiscal policies, inflation and deflation, etc..
4. Representative financial markets in Japan: deposits and loan markets, stock markets, and bond markets.
5. Monetary policies in Japan.

## 【Goal】

The targets of this course are to explain in plain terms monetary and financial problems, to promote students' interest in and understanding of these problems, and to let students make use of these studies for their daily lives and job hunting.

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

## 【Method(s)】

The main method of classes is lectures utilizing PowerPoint slides. Lectures are very easily explained in order for students whose majors are not economics to understand them. Two-way quizzes are often used in the form of Q & A in classes for the purpose of active learning. Group discussions are also often used in order for Japanese and foreign students to get acquainted with each other. Moreover, I plan to take students to the Bank of Japan and the Tokyo Stock Exchange for fieldwork.

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

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Class 1	<b>I Money &amp; Finance</b> Course Introduction and Overview of Money and Finance	Outline of the lessons, basic concepts of money and finance
Class 2	Financial Markets and Organizations	Formation and roles of financial markets and organizations
Class 3	Financial Structure and System	Institutional aspects such as financial system and structure
Class 4	Japan's Central Bank; The Bank of Japan	What is a central bank, Fieldwork at the Currency Museum of the BOJ
Class 5	<b>II Microeconomic Analyses</b> Household Finance	Basic concepts and theory of consumer / household finance
Class 6	Corporate Finance	Basic concepts and theory of corporate finance
Class 7	<b>III Macroeconomic Analyses</b> The Supply of and Demand for Money	Macro analysis of money supply and demand
Class 8	Macro Analysis of Monetary and Fiscal Relationship and Policies	Learn macro analysis of monetary and fiscal relationship and policies
Class 9	Applied Analysis of Monetary and Fiscal Policies	Study applied macro analysis of monetary and fiscal and policies
Class 10	Inflation, Deflation and Unemployment	Explain the relationship among inflation, deflation and unemployment

Class 11	<b>IV Financial Markets</b> Banking System, Deposits and Loan Markets	Explain the deposits and loan markets
Class 12	Securities Companies, Stock and Bond Markets	Study the stock and bond markets, Fieldwork at the Tokyo Stock Exchange
Class 13	<b>V Monetary Policy</b> Monetary Policy	Explain monetary policies and policy instruments
Class 14	Review and Final Examination	Review of the course, Final examination

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

Readings should be completed before class.

## 【Textbooks】

Reading materials and other handouts will be distributed in class.

## 【References】

Economic Issues in Contemporary Japan : Money, Banking, and Foreign Investment, Naoyuki YOSHINO, et.al., Yuhikaku, 2000.4.

## 【Grading criteria】

Students will be evaluated on class participation and attendance(10%), short reports based on group discussions (40%), and a final examination (50%).

## 【Changes following student comments】

Students' opinions will be appreciated.

## 【Equipment student needs to prepare】

Students should prepare a notebook.

SOS302LE

## 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 : 金 4/Fri.4

## 【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)】

The course will start by introducing the anthropological perspective and its related methods, which will help students to gain fundamental concepts central to Japanese youth and popular culture. With this background, the class will discuss key performative aspects including the body, gender and art in Japan, highlighting localised and globalised performances in Japan.

Students are expected to read the assigned readings, make presentations 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.

【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	Nihonjinron	Theorising an anthropological perspective on Japanese studies
3	Japanese sense of self	Changing notions of the Japanese sense of self (e.g. individualism vs. 'traditional' values)
4	Fieldwork methods	Lecture on popular dances in Japan based on instructor's ethnographic studies
5	Popular music	Examining globalised Japanese popular music (e.g. J-pop, J-rock, Visual kei)
6	Popular music and dance	Examining local appropriation: Popular music and dance in Japan (e.g. Hip-hop in Japan)
7	Body	Examining body image in Japan (e.g. Beauty ideals, fashion and dieting/eating disorders)
8	Gender	Examining changing gender ideals among youth (e.g. Herbivorous boys and Predatory girls)
9	Theatre performances	Examining theatre performances in contemporary Japan (e.g. Takarazuka)
10	Traditional performing arts	Lecture on traditional Japanese arts (e.g. Geisha)
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 presentations I	Individual/group presentations based on mini-ethnography projects
14	Post mini-ethnography presentations II	Individual/group presentations 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 H'etudes prior 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 make a presentation and write a report about it within a week after the end of the course.

## 【Textbooks】

We will not use a textbook.

## 【References】

Steger, B and Koch, A. (2017). Cool Japanese Men: Studying Japanese Gender at Cambridge, Zurich: Lit Verlag.

Sugimoto, Y. (2014). An Introduction to Japanese Society. Cambridge: Cambridge University Press.

## 【Grading criteria】

Active class participation, including class discussions and reflections on presentations (25%)

Weekly assignments (15%)

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

After the mini-ethnography project: making a presentation (15%) and writing a 2,000-word report (35%)

## 【Changes following student comments】

None

## 【Equipment student needs to prepare】

H'etudes e-learning system (授業支援システム) will be used: <https://hcms.hosei.ac.jp>

## 【Others】

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

POL333LE

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

David McNEILL

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

## 【Outline and objectives】

This is a media literacy course. Over 14 weeks, it aims to problematise common-sense ideas about how the mass media works and provide a working knowledge about how politics influences media content in Japan and around the world.

## 【Goal】

The goal of this course is to give students a more sophisticated understanding of media texts and how they shape our perception of the world. By the end of the course you should be able to decode television and newspapers to understand the deeper meanings underneath everyday media language.

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

## 【Method(s)】

How has the huge media system that provides us with most of our information about the world developed and evolved, who owns and controls it, how does it operate and what are the implications for what we see, hear, read and watch? We explore these questions week by week in a lecture-tutorial format, using videos, newspapers and other visual stimuli. We will also visit a media organisation.

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

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1.	What's wrong with this picture? Problematizing common sense ideas of the media.	Teacher and student introduction.Outline of course.Tutorial:Why are some stories reported?
2.	Does the mass media accurately reflect the world?	Lecture 1 "media filters" and screening of documentary: "Outfoxed".
3.	Ownership of the mass media.	Lecture: Why ownership matters.Tutorial: Rupert Murdoch and News International
4.	Censorship	Lecture and screening, followed by debate:"When it is OK to censor?"
5.	Taboos in the Japanese media.	Lecture and discussion
6.	Press clubs in Japan: what are they and why are they important?	Lecture "Watchdog or Lapdog",and discussion/guest lecture.
7.	The rise of fake news	Lecture: "What is fake news"and should we be worried?" Screening and discussion.
8.	The weeklies in Japan.	Lecture and discussion. Deadline for first report.
9.	The Yomiuri.	Lecture:"Understanding the world's most popular newspaper."First student presentation
10.	Do correspondents get Japan right?	Lecture:"Confessions of a foreign correspondent." Second student presentation
11.	The English-language media in Japan.	Visit to Foreign Press Club of Japan or The Japan Times (timing optional)
12.	The Internet and the mass media.	Lecture "The great equaliser?"
13.	Essay seminar	Student presentation One-on-one tutorials on final report.
14.	Summing up.	Lecture and discussion: What have we learned? How to read the media. Polysemy, media literacy.

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

Students are asked to read a newspaper and have some working knowledge of everyday news events.

【Textbooks】

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

## 【References】

McNamee, R., Zucked (2019) Waking up to the Facebook Catastrophe, (New York: Penguin)  
Ito, M., (2012)Terebi Wa Genpatsu Jiko Dou Tsutaetenoka? (How Did Television Cover the Nuclear Accident?),Tokyo: Heibonsha.  
Van Wolferen, K. (1993), The Enigma of Japanese Power: People and Politics in a Stateless Nation, Tokyo: Tuttle.

## 【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 problematise common-sense ideas about how the mass media works and provide a working knowledge about how politics influences media content in Japan and around the world.



ARS332LE

## 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 : 水 3/Wed.3

## 【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 remilitarization
- Construct analytical essays, give power-point presentations, and lead academic discussions.

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

## 【Method(s)】

Class sessions will consist of lectures, active group discussions, and student presentations.

## 【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.	Mid-Term Exam	There will be an in-class written exam, covering the materials from weeks 1-7
9.	Defeat and War Crimes Trials	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.

## 【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】

Reading Responses - 20%

Midterm Exam - 30%

Class Participation - 10%

Final Paper - 40%

## 【Changes following student comments】

This is the first time this course is being offered at Hosei, so there were no student comments from previous semesters.

SOS334LE

## 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

## 【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 2019, 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)】

The course will be taught through lectures, discussion, presentations as well as fieldwork.

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

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1.	Overview	Explanation of the course, its theme this year, and requirements. Warm-up discussion on gender and sexuality issues.
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.	Student presentation on gender, sexuality and representation	Based on materials covered in the previous two classes, students will do presentations to further explore issues that interest them.
5.	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.
6.	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.
7.	Visit to the Women's Active Museum of War and Peace (WAM) [K.H. Ha]	Fieldtrip to the museum and discussion afterwards.
8.	Ethnic and Racial Minorities: A Focus on 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.

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|-----|--|---|
| 9.  | Gender and Sexuality in Today's Japan: X-Gender [SPF Dale]     | X-gender is a term used to refer to non-binary gender identity in Japan, or to identifying as specifically neither female nor male. This class discusses what gender identity is, and how non-binary gender identity such as x-gender is understood and constructed in Japan. |
| 10. | Gender and Sexuality in Today's Japan: 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. | Student presentation on "minorities" in Japan                  | Based on materials covered in the previous three classes, students will do presentations to further explore issues that interest them.  |
| 12. | Urban Space, Identity and Gender [H. Imai]                     | This class looks at how urban space, identity and gender shape each other.  |
| 13. | Fieldwork: Urban Space, Body and Performativity [H. Imai]      | This class focuses on gender performativity, making use of fieldwork methods as observation, photography and flanerie.  |
| 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.

## 【Textbooks】

No textbook is used, but readings will be uploaded on H'etudes or distributed in class.

## 【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】

This class is taught for the first time.

