

2020年度 グローバル教育センター 講義概要（シラバス）



法政大学

科目一覧

【発行日：2020/5/1】最新版のシラバスは、法政大学 Web シラバス (<https://syllabus.hosei.ac.jp/>) で確認してください。

【A8500】 ESOP:日本の資本主義の形成と起業家精神 (Japanese Capitalism and Entrepreneurship) [Julia YONGUE] 春学期授業/Spring	1
ESOP:近代日本の文化と社会 (Culture and Society in Late Meiji and Taisho Japan) [Masaaki KINUGASA] 春学期授業/Spring	2
【A8501】 ESOP:家族とセクシュアリティ (Families and Sexualities in Japan) [Saori KAMANO] 春学期授業/Spring	3
【A8502】 ESOP:日本のビジュアルアート (Visual Arts in Japan) [Shiho KITO] 春学期授業/Spring	4
ESOP:日本の思想 I (Japanese Thought I) [Shunsuke NOZAWA] 春学期授業/Spring	6
【A8503】 ESOP:日本の戦争と歴史認識 (War and Memory in Modern Japan) [Hall Jeffrey James] 春学期授業/Spring	7
【A8504】 ESOP:日本のマイノリティー社会 (Japan's Ethnic Minorities) [Chisato HOTTA] 春学期授業/Spring	8
ESOP:日本の近代とメディア (Media and Modernity in Japan) [Shiho MAESHIMA] 春学期授業/Spring	10
【A8505】 ESOP:グローバル化する日本 (Global and Transnational Japan) [Kei TAKATA] 春学期授業/Spring	11
【A8506】 ESOP:上級経済学 (Advanced Economics) [Samuel OFORI] 春学期授業/Spring	12
ESOP:日本の金融システム I (The Contemporary Japanese Financial System I -Banking and Credit-) 春学期授業/Spring	13
【A8507】 ESOP:日本の社会問題 (Japanese Social Problems) [Sachiko HORIGUCHI] 春学期授業/Spring	14
【A8508】 ESOP:メディア表現 (Media Representations) [Müge IGARASHI] 春学期授業/Spring	15
【A8509】 ESOP:マーケティング論 (Marketing in Japan) [Y.SUZUKI,Y.ARISAWA,K.TSURUMI,E.SEKIYA,R.ITO] 春学期授業/Spring	17
ESOP:日本の経済と産業 (Japanese Economy and Industry)	18
【A8510】 ESOP:上級マーケティング論 (Advanced Marketing) [John FOSTER] 春学期授業/Spring	19
ESOP:ディスカバージャパン I (Discover Japan I) [James LASSEGARD, Akiko MURATA] 春学期授業/Spring	21
【A8511】 ESOP: 国際金融論 (International Finance) [M.ISHIBASHI, M.MATSUOKA, E.KOIZUMI, KAOKI] 春学期授業/Spring	22
【A8512】 ESOP:日本の多様な宗教の世界 (Japan's Diverse Religious Worlds) [Daniel Friedrich] 春学期授業/Spring	23
【A8513】 ESOP:日本におけるジャーナリズム I (Journalism in Japan I) [Robert SAKAI-IRVINE] 春学期授業/Spring	24
【A8514】 ESOP:日本のメディアと政治 (Media and Politics in Japan) [Simon DENYER] 春学期授業/Spring	26
【A8515】 ESOP: ネット社会と日本 (Japan As a Net Community) [Yoshiaki OHSHIMA] 秋学期授業/Fall	27
【A8516】 ESOP:多様な日本—安定と流転 (Multiple Japan: Stability and Flux) [Diana KHOR] 秋学期授業/Fall	29
ESOP:日本の思想 II (Japanese Thought II) 秋学期授業/Fall	30
【A8517】 ESOP:日系移民—オキナワンの経験から (Japanese Immigration: The Okinawan Experience) [Stephanie Yuuko ISO] 秋学期授業/Fall	31
【A8518】 ESOP:日本のモノづくりと世界経済 (Japanese Goods and the Global Economy) [Julia YONGUE] 秋学期授業/Fall	32
ESOP:日本文化史入門 (Introduction to Cultural History of Japan) [Shiho MAESHIMA] 秋学期授業/Fall	33
【A8519】 ESOP:日本の演劇 (Japanese Theater) [Akiko TAKEUCHI] 秋学期授業/Fall	34
【A8520】 ESOP:日本近現代史 (Modern and Contemporary History of Japan) [MARCO TINELLO] 秋学期授業/Fall	35
ESOP:日本の金融システム II (The Contemporary Japanese Financial System II-Capital Markets and Investment Management-) 秋学期授業/Fall	36
【A8521】 ESOP:日本における人種的・民族的多様性 (Racial and Ethnic Diversity in Japan) [Kyung Hee HA] 秋学期授業/Fall	37
【A8522】 ESOP:日本の文学 (Japanese Literature) [URBANOVA Jana] 秋学期授業/Fall	38
【A8523】 ESOP:日本社会のジェンダー (Gender in Japanese Society) [Akiko MIZOGUCHI] 秋学期授業/Fall	39
【A8524】 ESOP:コーポレートファイナンス (Corporate Finance) [Akashi HONGO] 秋学期授業/Fall	40
ESOP: ディスカバージャパン II (Discover Japan II) [James LASSEGARD, Akiko MURATA] 秋学期授業/Fall	42
【A8525】 ESOP:日本の若者・大衆文化 (Japanese Youth and Popular Culture) [Sayako ONO] 秋学期授業/Fall	43
【A8526】 ESOP:日本における市民社会と社会運動 (Social Movements and Civil Society in Japan) [Kei TAKATA] 秋学期授業/Fall	44
ESOP:日本の金融論 (Money and Finance in Japan) [Naotsugu HAYASHI] 秋学期授業/Fall	45
ESOP:コンテンツツーリズム (Culture Tourism and J-Pop) [Toshiyuki MASUBUCHI] 秋学期授業/Fall	46
【A8527】 ESOP:日本の国際協力 (International Cooperation of Japan) [Nobuhisa TAKEDA] 秋学期授業/Fall	47

【A8528】 ESOP:日本の宗教と大衆文化 (Religion and Popular Culture in Japan) [Daniel Friedrich] 秋学期授 業/Fall	48
【A8529】 ESOP:グローバル・ガバナンス (Global Governance) [Naoko HASHIMOTO] 秋学期授業/Fall	49
【A8530】 ESOP:日本におけるジャーナリズムⅡ (Journalism in Japan II) [Robert SAKAI-IRVINE] 秋学期授 業/Fall	50

MAN300LE

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

Julia YONGUE

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

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 21st, 2020.

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 entrepreneurship and innovation contributed to Japanese business development?
2	Exploring the Roots of capitalism/entrepreneurship in the Tokugawa Period	Lecture and discussion on this period
3	Early development of capitalism/entrepreneurship the Meiji period	Lecture and discussion on this period
4	Japanese capitalism/entrepreneurship in the Taisho period	Lecture and discussion on this period
5	Class field trip (1)	Guided visit of Edo Tokyo Museum or Showa National Museum (TBA)
6	Japanese capitalism/entrepreneurship in the War period	Lecture and discussion on this period
7	Japanese capitalism/entrepreneurship in the Occupation/Early Postwar period	Lecture and discussion on this period
8	Mid-term evaluation	Quiz 1
9	Japanese capitalism/entrepreneurship during the High Economic Growth period	Lecture and discussion on this period
10	Japanese capitalism/entrepreneurship during the Stable Growth Period	Lecture and discussion on this period
11	Japanese Capitalism/entrepreneurship during the bubble economy period	Lecture and discussion on this period
12	Japanese capitalism/entrepreneurship during the “lost decade(s)”	Lecture and discussion on this period
13	Class field trip (2)	Guided visit of Teikoku Databank Museum (during class)
14	Wrap up	Review; Quiz 2

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

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

【Textbooks】

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

【References】

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

【Grading criteria】

Students will be evaluated according to the following criteria.*

(1) Participation in discussions, museum visits, etc. (25%)

(2) Group work (25%)

(3) Two quizzes (50%)

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

【Changes following student comments】

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

【Equipment student needs to prepare】

None.

【】

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.

SOC300LE

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.)]

[Fieldwork in class]

[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%

SOC300LE

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

Saori KAMANO

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

【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)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 21st, 2020.

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; Demographic trends (1)
3	Marriage and having children (2)	Declining marital rate and birthrate
4	Lives of married couples (1)	Relationship between husband and wife; Housewives and motherhood; "Work-family balance"
5	Marriage and having children (3); Lives of married couples (2)	Student presentations based on readings and/or survey of university
6	Koseki system and variation in /alternatives to "the family" (1)	Koseki System; Divorce; Lone-parent families; Cohabiting couples and kongaishi
7	Koseki system and variation in /alternatives to "the family" (2)	Student presentations based on readings and/or survey of university students
8	Sexual orientation and gender identity (1)	Same-sex couples, lesbian and gay men's lives
9	Sexual orientation and gender identity (2)	Transgenders
10	Sexual orientation and gender identity (3)	Student presentations based on readings and/or survey of university students
11	Issues regarding reproduction (1)	Abortion and family planning issues; Reproductive technologies
12	Issues regarding reproduction (2)	Student presentations based on readings and/or survey of university students

13	Sex industry (1); International marriage (1)	Historical changes in and current state of the sex industry; public attitudes toward the sex industry; social issues in international marriage
14	Sex industry (2); International marriage (2)	Student presentations based on readings and/or survey of university students, etc.

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

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

【Textbooks】

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

【References】

References will be provided for each topic in class.

【Grading criteria】

10% Participation

25% Presentation

20% In-class quizzes

45% Take-home Final Examination

【Changes following student comments】

Reduce materials to be covered.

【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.

【】

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

ART300LE

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

Shiho KITO

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

【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, which to be discussed and decided in class for your own Visual Art Projects.

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

【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 21st, 2020.

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 Portfolio Review 1 / Submission	Final submission and feedback session
14.	Final Portfolio Review 2 / Presentation	Final presentation and feedback session

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

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

【Textbooks】

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

【References】

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

【Grading criteria】

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

Portfolio Book: each student must produce a portfolio book (min. of 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]

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

[Equipment student needs to prepare]

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

[Others]

Being naturally creative is not a requirement for this course, however, students are expected to come to class on time, participate and show interest. Please note that each student will be asked to pay for an online book printing service to produce his/her portfolio book. Printing will cost 500 - 4,000 yen according to size, number of pages, and print quality. Further details will be explained in class.

The instructor is a practising photographer and an independent curator who has work experience with international cultural organisations such as Japan Foundation and at a contemporary art gallery in Tokyo.

[]

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.

PHL300LE

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.)]

[Fieldwork in class]

[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.

ARS300LE

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

Hall Jeffrey James

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

[Outline and objectives]

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

[Goal]

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

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

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

[Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 21st, 2020. Class sessions will consist of lectures, discussions, and viewing of documentary films.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

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

10.	American Occupation (1)	The social and political changes brought about by foreign military occupation of Japan
11.	American Occupation (2)	The social and political changes brought about by foreign military occupation of Japan
12.	Postwar Reconciliation and Memory Disputes (1)	Part 1 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.
13.	Postwar Reconciliation and Memory Disputes (2)	Part 2 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.
14.	Postwar Reconciliation and Memory Disputes (3)	Part 3 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.

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

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

[Textbooks]

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

[References]

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

[Grading criteria]

Reading Responses (to be submitted online) - 25%

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

Class Participation - 15%

Final Paper (to be submitted online) - 40%

[Changes following student comments]

In response to student concerns, I have replaced the mid-term exam with a mid-term assignment in which students will create an plan and outline for their final report, together with a review of relevant readings that will help them prepare for the final paper.

[]

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.

SOC300LE

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

Chisato HOTTA

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

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 22nd, 2020. 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. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Baylisis, P. Jeffry. *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 kōminka,"

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]

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 Angeles: 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 Angeles: 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).

[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

[])

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.

SOC300LE

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.)]

[Fieldwork in class]

[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.

[]

SOS300LE

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

Kei TAKATA

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

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 22nd, 2020.

The course follows a mixed lecture-seminar format, combining formal presentations, short lectures, and group discussions designed for ESOP students at Hosei. Each student is required to make 1 (if not 2) presentations on assigned readings during the semester. In the class, followed by the presentation, participants are expected to discuss the topics through critical readings of the materials. Students will choose a topic related to the themes of the course for the final paper.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

2	What is Globalization?	Theories of globalization and transnationalism; History of Globalization
3	Globalization and Japan	Globalization and Japan; Kokusaika and Gurōbaruka
4	Japanese Returnees	Japanese returnees; Kikokushijo; Youth
5	New Migrants in Japan	Contemporary migration from Asia; Student migration
6	Japanese Emigration	Japanese migration to overseas; Labor migration
7	Mixed Race (Hāfu) and Identity	Globalization and racial hybridity; Hāfu, Daburu, Mixed
8	Multiculturalism and Cosmopolitanism	Multiculturalism and Cosmopolitanism; Tabunka Kyōsei; Multicultural city
9	Globalization, Culture and Politics	Transnational culture flow; Cool Japan; Nation branding
10	Globalization of Language	Global language; Englishization
11	Globalization of Education	Globalization of higher education
12	Globalization and Tourism	Inbound tourism, Foreign tourists: Tourism and social change
13	Tokyo Olympics and Global Events	Tokyo Olympics; Global mega events; Globalization and Nationalism
14	Final Presentations	Student presentations on chosen topics

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

- Reading assignments (every week)
- Reading presentation
- Project presentation
- Final paper

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

【Textbooks】

Readings will be provided by the instructor.

【References】

Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】

Class Participation and Discussions: 30%
Presentations (Reading & Project): 30%
Final Paper: 40%

【Changes following student comments】

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

【Others】

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

【】

N/A

ECN300LE

ESOP:上級経済学 (Advanced Economics)

Samuel OFORI

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

[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)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 22nd, 2020. 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 Basic concepts in Innovation Process and Product Innovation Incentives to invent and Innovate
Week 3	The Nature and Role of Intellectual Property	Why Intellectual Property Rights (IPRs) are awarded? Main Forms of Intellectual Property Rights : Patents, Trademarks, Copyright, and Designs How firms Can benefit from IPRs IPR strategies
Week 4	The Measurement of Innovation and Productivity	Innovation Surveys Assessing the Inputs to Innovation Innovation Index R&D Expenditures Partial and Total Factor Productivity
Week 5	The National Innovative System	The Role of Universities ,Government and Businesses The Role of R&D
Week 6	The National Innovative System	Government - University Axis University-Business Axis Government - Business Axis
Week 7	Innovative Firms and Market	Entrepreneurship and New Firms Innovation and Firms Empirical Evidence on Returns to Innovation
Week 8	Diffusion and Social returns	Epidemic and Rank models of Diffusion Network and Lock-in Effects Spillover and Social Returns to Innovation
Week 9	Innovation and Globalization	Effects of Innovation on Jobs and Wages International Knowledge and Technology Flows: Theory and Evidence International Aspects of IPRs

Week 10	Japan's Network Economy I	The Origins of Japanese Network Structures Emergence of Network Structures: From Meiji through Prewar
Week 11	Japan's Network Economy II	Transformation of Network Structures: The Wartime Economy Institutionalization of Network Structures: The Postwar Economy
Week 12	Japan's Network Economy III	Network Organization in Japan Keiretsu What Keiretsu Do: Performance Consequences 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. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Swann, Peter.G. M. (2009). The Economics of Innovation An Introduction. Edward Elgar Publishing.
Greenhalgh, C. & Rogers, M. (2010). Innovation, Intellectual Property, and Economic Growth. Princeton, NJ: Princeton University Press.
Lincoln, R. J. & Gerlach, M. L. (2004), Japan's Network Economy: Structure, Persistence, and Change. Cambridge University Press.
Case Studies from Harvard Business Publishing
Ohno, K. (2006), The Economic Development of Japan: The Path taken by Japan as a Developing Country, Grips Development Forum, <http://www.grips.ac.jp/forum/pdf06/EDJ.pdf>
[Students are not required to purchase textbooks]

[References]

None

[Grading criteria]

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

[Changes following student comments]

Not applicable.

[Others]

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

[]

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.

ECN300LE

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

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.)】

【Fieldwork in class】

【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.

SOC300LE

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

Sachiko Horiguchi

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

[Outline and objectives]

We will draw on a "social constructionist" framework and examine how certain social problems have been discovered, defined, and dealt with in post-war Japan. We begin the course by providing an overview of sociological approaches, in particular, a social constructionist approach to social problems, and critically examining *Nihonjin-ron* (theories of Japanese-ness) to provide frameworks for approaching Japanese social problems. We will then discuss specific Japanese social problems around the family, education, youth, work, mental health challenges, and aging Japan.

The aim of this course is to take critical perspectives into representations of Japanese social problems, particularly in the media, through taking a constructionist approach.

[Goal]

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

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

[Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 23rd, 2020.

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	Introduction to the social constructionist perspective on social problems (reading: Toivonen and Imoto)
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 assignment1)
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: Horiguchi) (presentation)
9.	Education and "Internationalization"	Examining <i>kikokushijo</i> (returnees), their problems and privileges (reading: Goodman) (presentation)
10.	<i>Otaku</i> : From a "Moral Panic" to "Cool Japan"	Examining shifting interpretations of <i>otaku</i> subcultures (reading: Kinsella) (presentation)
11.	Reimagining Gender and Work	Examining the <i>salaryman</i> ideology & its impact on gendered division of labor (reading: Cook) (presentation)

- | | | |
|-----|-----------------------------------|--|
| 12. | Mental Health Challenges in Japan | Examining suicide, depression, and other mental health issues (reading: Kitanaka) (presentation) |
| 13. | Challenges of an Aging Society | Examining "good death" and care for the elderly (reading: Danely) (presentation) |
| 14. | Summing up | Summary and discussion of media reports on Japanese social problems (article assignment 2) |

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

Students should expect to spend about 4 hours every week outside of class for work related to this class. Every student should submit 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, Yuki Imoto, and Tuukka H. I. Toivonen. *A Sociology of Japanese Youth: From Returnees to NEETs*. London: Routledge, 2012.

[Grading criteria]

Active class participation (including class discussions and reflections on presentations) 28%; reading notes (checked in 10 sessions, incorporating critical analyses of Japanese social problems) 20%; self-introductory essay 7% (A4 1 page, hard copy, including three topics of interest and reasons); 2 article assignments (5% \times 2, bringing a hard copy/electronic copy of an article on a Japanese social problem; in-class discussions of the articles will involve applications of a social constructionist approach to social problems) 10%; presentation 20% (10 min each, based on an academic/non-academic article); individually-written paper based on the presentation 15% (minimum A4 4 pages, citing at least one academic and one non-academic text) (*The presentation and the paper should reflect the student's analyses of the social problem in relation to the backgrounds of contemporary Japanese society, as well as an understanding of a social constructionist approach to social problems.)

[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]

Hosei Learning Management System 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 20-30 pages of academic text, to facilitate and join discussions, to make presentations, and to write an academic paper for an English-medium class. You should also be interested in and committed to the study of Japanese social problems.

[]

We will draw on a "social constructionist" framework and examine how certain social problems have been discovered, defined, and dealt with in post-war Japan. We begin the course by providing an overview of sociological approaches, in particular, a social constructionist approach to social problems, and critically examining *Nihonjin-ron* (theories of Japanese-ness) to provide frameworks for approaching Japanese social problems. We will then discuss specific Japanese social problems around the family, education, youth, work, mental health challenges, and aging Japan.

The aim of this course is to take critical perspectives into representations of Japanese social problems, particularly in the media, through taking a constructionist approach.

SOS300LE

ESOP:メディア表現 (Media Representations)

Müge IGARASHI

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

【Outline and objectives】

When you follow media outlets from different countries, you will notice that very similar events or concepts can be elaborated upon in very different ways. Some issues are covered more widely whereas some do not even make it to mainstream media outlets.

Have you heard of "Las Tesis"? Do you know "Greta Thunberg"? Do you know the "#metoo" movement? What about the "#kutoo" campaign? How much do you know about the new corona virus?

In each country dominant ideologies formulate the discourse through institutions of power under different circumstances. Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in. This determines what we are informed about as well as what we are missing out on as mainstream media consumers.

This class is designed for students to have media literacy through the analysis of identity formation linked to race, ethnicity, and gender.

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

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

【Goal】

Each class will start with a theoretical introduction from cultural studies, media studies or gender, followed by examples from the media.

The use of media they encounter in their everyday lives will allow students to link theory to practice.

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

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

【Method(s)】

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 23rd, 2020.

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

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

【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 class contents.
2	Representation Theory	Representation theory. Minority vs. majority. Stereotypes in the media.
3	Gender I	Femininity in Japan.
4	Gender II	Masculinity in Japan.
5	Gender III	Gender roles and child rearing in Japan.

6	Individual Presentations	Media representations of gender.
7	Discussion Session I	Group discussions and summary of findings on how gender is represented in the media.
8	Review and Mid-Term Examination	Media representations of gender.
9	Race and Ethnicity I	Benedict Anderson, "Imagined communities." Representation of foreigners in the media.
10	Race and Ethnicity II	Representation of foreign spouses in Japanese media.
11	Race and Ethnicity III	Representation of foreign spouses and "Half" children in Japanese media
12	Individual Presentation	Media representations of race and identity.
13	Discussion Session II	Group Discussions and summary of findings on race and identity representations in Japanese media.
14	Final Exam and Wrap-up	Summary and final exam.

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

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

Preparation for class will take about two hours per week depending on the students language proficiency, academic background, and familiarity with theories in assigned readings. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

There will be no single textbook.

Lectures will rely on diverse books and texts, these will be made available to students through the Hosei Learning Management System.

【References】

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

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

Since "media" is not limited to the news students are more than welcome to share other media outlets in class.

【Grading criteria】

Class participation and attendance 15%

Individual Presentations 10%

Group Discussions 10%

Mid Term examination 30%

Final Examination 35 %

Since class participation, individual presentations and group discussions add up to 25% of the final grade, students are expected to attend all lectures except in case of illness or unforeseen circumstances.

In case of absence, students should contact the lecturer by e-mail in advance.

【Changes following student comments】

None.

【Others】

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

In this class I will use references to my own research on Muslim immigrants in Japan as well as the robotics and child rearing in Japan.

【】

When you follow media outlets from different countries, you will notice that very similar events or concepts can be elaborated upon in very different ways. Some issues are covered more widely whereas some do not even make it to mainstream media outlets.

Have you heard of "Las Tesis"? Do you know "Greta Thunberg"? Do you know the "#metoo" movement? What about the "#kutoo" campaign? How much do you know about the new corona virus?

In each country dominant ideologies formulate the discourse through institutions of power under different circumstances. Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in. This determines what we are informed about as well as what we are missing out on as mainstream media consumers.

This class is designed for students to have media literacy through the analysis of identity formation linked to race, ethnicity, and gender.

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

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

MAN300LE

ESOP:マーケティング論 (Marketing in Japan)

Y.SUZUKI,Y.ARISAWA,K.TSURUMI,E.SEKIYA,R.ITO

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

[Goal]

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

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

[Method(s)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 23rd, 2020.

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 may help students enrolling in the lecture.

-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.

-Yutaka ARISAWA

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

-Kunio TSURUMI

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

-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.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

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

Class 7	Marketing Strategies of Sogo Shosha - I (K. Tsurumi)	What is "Sogo Shosha"? It's origin and function.
Class 8	Marketing Strategies of Sogo Shosha - II (K. Tsurumi)	Marketing of Sogo Shosha, how do you improve corporate image?
Class 9	Overseas Marketing of Japanese Food and Food Culture - I (E. Sekiya)	Position of Japanese food in overseas markets
Class 10	Overseas Marketing of Japanese Food and Food Culture - II (E. Sekiya)	Marketing strategy of Japanese food & food culture in overseas market
Class 11	Overseas Marketing of Japanese Food and Food Culture - III (E. Sekiya)	How to use the digitalization of marketing to export food?
Class 12	Marketing in the Automobile industry - I (R. Ito)	Introduction and Overview of Auto Industry
Class 13	Marketing in the Automobile industry - II (R. Ito)	Practices of Japanese Auto manufacturers
Class 14	Marketing in the Automobile industry - III (R. Ito)	Future of Auto Industry

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

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

[Textbooks]

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

[References]

To be announced in class

[Grading criteria]

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

Final grade will be determined as follow;

Class participation: 30%

Writing assignment (reports) 70%

[Changes following student comments]

Not applicable.

[Others]

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

[]

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

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

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%).

MAN300LE

ESOP:上級マーケティング論 (Advanced Marketing)

John FOSTER

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

[Outline and objectives]

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.

[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)]

NOTE: Due to the current COVID-19 situation, ESOP course will be conducted online. This course will start on April 23rd, 2020.

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.	9 April: - Introduction	- Introduction to the course - Marketing Framework Overview - Discussion of current issues in marketing - globally and in Japan
2.	16 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.	23 April: - Marketing Strategy and Perspective	Orienting perspectives toward marketing through examining the works of marketing practitioners
4.	7 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.	14 May: - Innovation I	Christiansen - The Innovator's Dilemma; Product innovation in Japan; The silver market phenomenon
6.	21 May: - Innovation II Experiential class	Building on and evaluating ideas in the product-creating process - working with cultural constraints
7.	28 May: - Case	- Innovation Case: Apple Watch Product positioning: electronics in Japan
8.	4 June: - Advertising and Branding	Kellogg Ch10 - Advertising Strategy Examination of state of advertising with a focus on global advertising and advertising in Japan
9.	11 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.	18 June: - Midterm Presentations	
11.	25 June: - Global Marketing - Branding	Case: Lego Branding and localization in Japan
12.	2 July: - Global Marketing - Strategy	Case: Espresso Lane (Illy)
13.	9 July: - Marketing Strategy in a digital start-up	Case: Urban Baby Japanese market entry strategies
14.	16 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.
- The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Case Studies:

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

Supplementary readings (will be distributed):

Selected chapters from:

- 1 - Kellogg on Marketing 2nd Edition (2015) ISBN: 9780470580141
- 2 - Kotler and Keller, Marketing Management (2012) ISBN: 9780132102926
- 3 - The Innovators Prescription - Clayton Christiansen (2016) ISBN: 9781259860867

[References]

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

[Grading criteria]

The Course Grade consists of the following components:

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

I. 30% Assignments

II. 40% Case Discussion and Participation

III. 30% Exam, Midterm and Final Presentation

Please note that:

- Students 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

【】

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.

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.

ECN300LE

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)]

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

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. 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. 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 Food company (AJINOMOTO) and an investment company (subsidiary of the TOYOTA group)

-Katsuhiko AOKI

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

[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 of finance markets -From international to global finance markets -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, process of M&A key issues
Class 14	Summary Discussions on the Finance Markets (M. MATSUOKA)	- Lessons from the Past Finance Market Issues - New Trends of Finance Markets

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

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

[Textbooks]

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

[References]

To be announced in class

[Grading criteria]

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

Final grade will be determined as follow;

Class participation: 30%

Writing assignment (reports) 70%

[Changes following student comments]

Not applicable.

[]

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.

PHL300LE

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

Daniel Friedrich

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

【Outline and objectives】

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

【Goal】

Upon completion of this course students will:

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

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

【Method(s)】

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

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

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

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

【Textbooks】

All readings will be distributed by the instructor.

【References】

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

【Grading criteria】

Weekly responses and active discussion: 30%

Midterm: 20%

Final Paper: 25%

Discussion Leader: 20%

Self-Introduction Assignment: 5%

【Changes following student comments】

Not Applicable

【】

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

SOC300LE

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

Robert SAKAI-IRVINE

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

【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)】

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

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. Short essay due.

4	War and the news	Delving into the treacherous space between news and propaganda in WWII Japan. What is the news media's responsibility during wartime?
5	Censorship and self-censorship II	Flash forward to Japan's present. What should and should not be a secret? Is freedom of speech under threat in Japan?
6	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.
- The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

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

【References】

Additional literature will be introduced in class as necessary.

【Grading criteria】

Participation: 20%

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

Preparation: 20%

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

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

Short essay: 10%

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]

The theme of Class 5 has been recast to deal with the question of government secrecy more broadly, as opposed to concentrating only on Japan's special state secrets laws.

[]

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.

POL300LE

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

Simon DENYER

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

【Outline and objectives】

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

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

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

【Goal】

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

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

【Method(s)】

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

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

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

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

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

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

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

【Textbooks】

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

【References】

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

【Grading criteria】

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

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

None.

【Others】

N/A

【】

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

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

PRI300LE

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	Lecture: Course outline and introduction. Concept and historical overview of "internetworking" Discussion: Getting a mobile phone?
Week 2-3	Early years from N1 to JUNET	Lecture: Early research effort and technological development in Japan to interconnect computers in WAN and LAN domains. Discussion: Getting a mobile phone?
Week 4	JUNET	Lecture: Service model and the role of telephone companies in domestic and overseas connections. Discussion: 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.

Discussion: Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.

Week 8 Broadband Internet

Lecture: Field studies for xDSL and cable broadband services. Tardy development of broadband infrastructure.

Discussion: Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.

Week 9-10 "e-Japan"

Lecture: Government initiative, strategic plans, and a road map to revitalize the nation for the 21st century.

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.

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

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

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

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

Group work 3:

Week 13 Users in ubiquitous world

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

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.

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

[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

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 the Hosei Learning 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.

In the academic year of 2019, group work activities did not sufficiently find relevance in the classroom discussions compared to the previous years. We should be able to improve on this problem with a better organization through a more elaborated review process for 2020.

[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".

SOS300LE

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

Diana KHOR

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

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

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. Explanation of key concepts related to gender and sexuality.
2.	Representation 1: Kabuki [A. Takeuchi]	This class discusses cross-gender-performance of Kabuki in comparison with that of other theatrical traditions in the West.
3.	Representation 2: Boys' Love [A. Mizoguchi]	“Boys' Love” (BL) is a genre consisting of male-male romance manga (comics) and illustrated novels created by women and for women in Japan. Through examining how BL functions at various levels at once, this class considers the complex relationships between representation, fantasy and reality.
4.	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.	War, Violence and the Nation 3: Asian American Activism for Japan's military sexual slavery [K.H. Ha]	This class introduces recent emerging of Asian American redress movement for Japan's Military Sexual Slavery with a focus on transpacific and transgenerational memories and trauma.

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.
9.	Gender and Sexuality in Today's Japan: Diversity and Exclusion of Transgender people in Japan	This class discusses gender variant people, covering the historical formation of transgender categories, especially “X-gender”.
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. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

No textbook is used, but readings will be uploaded on 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 in 2019, and comments have not been received yet by the time of the completion of this syllabus.

【】

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

PHL300LE

ESOP:日本の思想Ⅱ (Japanese Thought II)

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

[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.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
1.	Introduction	Course overview, grading criteria and assignments
2.	What is “occulture”?	Granhholm. Sociological and historical perspectives on the occult
3.	Local Culture and Global “Occulture”	Golub. The story of “mana.” Translation and the global circulation of occult idioms http://theappendix.net/issues/2014/4/the-history-of-mana-how-an-austronesian-concept-became-a-video-game-mechanic
4.	Modern Definitions Global and Local	(Class will be divided into two reading groups) Group 1: Josephson-Storm, “Enchanted Post-Modernity,” from his <i>The Myth of Disenchantment</i> . Group 2: Josephson, <i>When Buddhism Becomes a Religion: Religion and Superstition in the Writings of Inoue Enryō</i> . JJRS.
5.	Occult and Modernity I	Figal, <i>The significance of occult thought in Meiji Japan</i>
6.	Occult and Modernity II	Foster, <i>The history of Yokai, The “encyclopedic” and the “ludic.”</i>
7.	Midterm Project Presentations	Conference-style presentations
8.	Girl Culture and Playing with the Occult	Miller, “The Divination Arts in Girl Culture,” in <i>Capturing Contemporary Japan</i>
9.	Occult on Screen	Miller, “Extreme Makeover for a Heian-Era Wizard.” In <i>Mechademia: An Annual Forum for Manga Anime and the Fine Arts</i>
10.	Dark Tourism	De Antoni. <i>Locality and the importance of “distance” in the culture of the occult.</i>
11.	Occult, Media, Popular Culture	Foster. Mizuki Shigeru, “Kuchisake Onna,” and other cases of modern occulture
12.	Technology and Limits (?) on the Occult	Gaitanidis, <i>More than Just a Photo? Aura Photography in Digital Japan</i>
13.	Healing	Yoshinaga. <i>The Birth of Japanese Mind Cure Methods.</i>
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]

-Asprey, Egil and Granholm, 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

ARSK300LE

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

[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.)]

The average study time outside of class per week would be roughly 4 hours. Students should review the content discussed in class. An outline of the class content and additional information will be available via Hosei Learning Management System when necessary. Students will be given a new presentation topic every week. Students must prepare a powerpoint presentation as part of the homework assignment.

[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)

[Grading criteria]

Participation (Group and class discussion): 40%*

Comments and questions: 20%

Presentations/Essay: 40%

*Students will be assigned a new presentation topic every week.

Students are required to prepare group discussion questions related to the topic before class. These will be checked and marked as part of the participation grade. (10%)

Group discussion topics will be provided for each class. Students will be monitored as to how many times they contribute to the discussion topics. (10%)

Students will be asked to reflect on the discussion and write their thoughts at the end of each class. (20%)

[Changes following student comments]

N/A

[Others]

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

[]

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.

ECN300LE

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

Julia YONGUE

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

【Equipment student needs to prepare】
None.

【】
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.

【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 and deepen students’ understanding of 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; monozukuri, Japan and the global economy, etc.
2	Early global commodities	Japanese (green) tea; Meiji period and beyond; tea ceremony demonstration
3	Global cuisine	Ajinomoto and umami
4	Global goods and changing lifestyles (1)	Rice Cookers during the high growth period
5	Global goods and changing lifestyles (2)	Ramen/instant cup noodles; changing Japanese tastes
6	Evaluation	Quiz 1
7	Global technology (1)	Cameras and a changing image of "made in Japan"
8	Global technology (2)	Camera Museum visit (2)
9	Global beverages and coffee culture	Coffee as a truly "Japanese" beverage
10	Globalization of culture	Japanese fashion exhibition visit (3)
11	Globalization of culture	Cool Japan and soft power: Pokémon
12	Globalization of taste	Sushi and Tsukiji as a global marketplace
13	Globalization of beauty	Japanese Cosmetics
14	Wrap up	Review; quiz 2

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

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

【Textbooks】

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

【References】

(1) Kenneth Pomeranz and Steven Topik, *The World that Trade Created*, M.E. Sharpe (2006)

(2) Thomas Friedman, *The Lexus and the Olive Tree*, Farrar, Straus, Giroux (1999).

【Grading criteria】

Students will be evaluated according to the following criteria.*

(1) Participation in discussions and fieldwork (25%)

(2) Group work (25%)

(3) Two quizzes (50%)

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

【Changes following student comments】

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

HIS300LE

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.)】

【Fieldwork in class】

【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.

ART300LE

ESOP:日本の演劇 (Japanese Theater)

Akiko TAKEUCHI

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

[Outline and objectives]

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

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

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

[Goal]

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

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

[Method(s)]

The class combines reading of individual plays, lectures on various theatrical genres, video viewing of the actual stages, and class discussion. 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	Preview of course requirements
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. The estimated preparation and review time is around 1 hour a week.

[Textbooks]

Various Handouts.

[References]

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

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

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

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

[Grading criteria]

Weekly assignment and participation in class discussion: 40%

Presentations: 30%

Final Examination (in-class writing): 30%

[Changes following student comments]

NA

[Prerequisite]

None

[]

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

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

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

HIS300LE

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

MARCO TINELLO

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

【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】

なし / No

【Schedule】

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

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

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

【Textbooks】

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

【References】

Gordon, A.: A Modern History of Japan: from Tokugawa Times to the Present, Oxford University Press, 2003.
Jansen, Marius B.: The Making of Modern Japan. Belknap Press, 2000.
Sven, Saaler (ed.): Routledge Handbook of Modern Japanese History. Routledge, 2017.

【Grading criteria】

Participation: 20%

Class contribution and discussion questions: 20%

(Student's participation in class is evaluated weekly)

Final examination: 60%

【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.

ECN300LE

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

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.)]

[Fieldwork in class]

[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.

SOS300LE

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

Kyung Hee HA

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

[Outline and objectives]

This course discusses and examines cultural and ethnic diversity in Japan as institutional, interpersonal and internalized experiences.

[Goal]

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

- Explain such concepts as race/ethnicity, nationalism, minority and diversity
- Explain historical and contemporary issues faced by the indigenous Ainu and Ryukyuan people, former colonial subjects and their descendants, as well as recent immigrants, refugees and asylum seekers
- Analyze various data sources including policies, legislations, historical facts, popular cultural production and personal narratives
- Understand and analyze a complex set of privileges we live with and how differently we are situated in the society accordingly
- Envision different ways to realize equality and equity

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

[Method(s)]

Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering your critical ideas and interpretation. In addition, a small group of individuals will work on 2 presentations on weekly readings and research project. Further directions will be given in class.

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

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Introduction: Myth of Homogenous Japan	Course overview, racial/ethnic composition of contemporary Japanese society
2	Understanding Identity, positionality, privilege	Lecture and discussion based on: "White Privilege: Unpacking the Invisible Knapsack"
3	Defining Japaneseness	Lecture and discussion based on: "Hafu: The Mixed-Race Experience in Japan (2013)
4	Japan's Outcast Group: Buraku	Lecture and discussion based on: "Ian J. Neary, "Chapter 4: Burakumin in contemporary Japan" (pp. 59-83)
5	Fieldwork	Visiting Tokyo's former Buraku district (Details: TBA)
6	Japan's Indigenous Peoples	Lecture and discussion based on: "Richard M. Siddle, "Chapter 2: The Ainu Indigenous people of Japan" (pp. 21-39)
7	Japan's Imperial Legacies: Former Colonial Subjects and Their Descendants	Lecture and discussion based on: "Eika Tai, "Between Assimilation and Transnationalism: the debate on nationality acquisition among Koreans in Japan" "Homegrown Outcasts: North Koreans in Japan" Redfish (2018)

8	Post-1990s: Dawn of "multicultural coexistence" (tabunka kyosei) policy	Lecture and discussion based on: "Chikako Kashiawzaki, "Multicultural Discourse and Policies in Japan: An Assessment of Tabunka Kyo-sei"
9	Discussion: "multicultural coexistence" today	Assess your municipal government's "tabunka kyosei" program
10	Gender and Migration	Lecture and discussion based on: "Where Migration Meets Gender in Northeast Asia: Marriage Migrants and Domestic and Care Workers in Japan and South Korea" Public Policy Studies (2018), 12: 23-38.
11	"Bubble Economy" and New Japanese: Nikkei Brazilians and others from Latin America	Lecture and discussion based on: "Labor migration and circular diaspora formation by Japanese Brazilians in Japan" from Japan and Global Migration
12	Guest lecture	Supporting migrant youths (Details: TBA)
13	Final Presentation I	Research Project
14	Final Presentation II	Research Project

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

You are required to bring the assigned readings to every class. Complete all readings prior to attending class in order to make meaningful contribution to discussion. The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

Unless otherwise indicated, reading materials will be available online.

[References]

Further reference may be provided based on students' areas of interest.

[Grading criteria]

Active Participation: 20%

Current Issue Presentation: 10%

Small Assignments: 20%

Presentation on Readings: 20%

Final Presentation: 30%

[Changes following student comments]

The instructor will distribute the assessment sheet in the middle of the semester to incorporate student feedback.

[Equipment student needs to prepare]

N/A

[Others]

Students are allowed 2 absences. These include medical reasons, job interviews, family emergency and train delays. If you arrive late or leave early, each will be counted as one ½ absence. If you miss 20 min of the class time, it will be considered as 1 absence. 3 or more absences will result in not-passing. You must complete all the assignments to pass the course. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester.

Our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively discussions, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers and thinkers. In order to create such a learning environment, students should speak to each other and the instructor with respect. Abusive and harsh language will not be tolerated.

[]

This course discusses and examines cultural and ethnic diversity in Japan as institutional, interpersonal and internalized experiences.

LIT300LE

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 actively participate in class and to submit a short written summary of the designated topic and a final essay. The topics together with the study materials for the summary and essay will be distributed at the beginning of the course.

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

[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: active participation (30%); written summary (35%); final essay (35%).

[Changes following student comments]

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

[Equipment student needs to prepare]

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

[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.

GDR300LE

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】

なし / No

【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.

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

【Textbooks】

Reading materials will be provided as handouts or made available on 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 30%

Midterm essay 30%

Presentation 10%

Final take-home examination 30%

【Changes following student comments】

Not applicable.

【Others】

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

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

【】

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

All course readings will be in English.

MAN300LE

ESOP:コーポレートファイナンス (Corporate Finance)

Akashi HONGO

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

【Outline and objectives】

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

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

【Goal】

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

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

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

【Method(s)】

The class consists of lectures, numerous in class exercises and discussions. Active class participation is encouraged.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

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

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

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

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

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

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

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

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

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

【Textbooks】

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

【References】

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

Supplemental materials will be distributed in class and online.

【Grading criteria】

- 1)Mid-term Examination (35%): in class, individual
- 2)Final Examination (40%): in class, individual
- 3)Homework Assignments (15%)
- 4)Class Participation [individual] (10%): Active and constructive class participation is encouraged. Attendance constitutes part of the evaluation

【Changes following student comments】

Not applicable

【

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

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

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.

SOS300LE

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

Sayako ONO

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

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

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

【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	Japanese sense of self	Changing notions of the Japanese sense of self (e.g. individualism vs. 'traditional' values)
3	Fieldwork methods	Lecture on popular dances in Japan based on instructor's ethnographic studies
4	Popular music	Examining globalised Japanese popular music (e.g. J-pop, idols)
5	Subculture music	Examining local appropriation in Japanese music subcultures (e.g. Rock, hip-hop)
6	Body	Examining body image in Japan (e.g. Beauty ideals, fashion and dieting/eating disorders)
7	Gender	Examining changing gender ideals among youth (e.g. Herbivorous boys and Predatory girls)
8	Theatre performances	Examining theatre performances in contemporary Japan (e.g. Takarazuka)
9	Traditional performing arts	Lecture on traditional Japanese arts (e.g. Geisha)
10	Fieldtrip	Attending a hip-hop event or watching a geisha performance

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	Data analysis based on mini-ethnography projects
14	Post mini-ethnography presentations II	Data analysis based on mini-ethnography projects

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

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

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

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

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

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

【Textbooks】

We will not use a textbook.

【References】

Steger, B 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 (20%)

Weekly assignments (25%)

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

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

【Changes following student comments】

None

【Equipment student needs to prepare】

Hosei Learning Management 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.

【】

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.

SOS300LE

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

Kei TAKATA

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

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

The course follows a mixed lecture-seminar format, combining formal presentations, short lectures, and group discussions designed for ESOP students at Hosei. Each student is required to make 1 (if not 2) presentations on assigned readings during the semester. In the class, followed by the presentation, participants are expected to discuss the topics through critical readings of the materials. Students will choose a topic related to the themes of the course for the final paper.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	What are Civil Society and Social Movements?	Theoretical understanding of civil society and social movements
3	Japanese Civil Society and Social Movements	Japanese social movements; History of Japanese civil society

4	The Anpo Movement	Anpo Movement; The rise of civic movement; Democratization movement
5	Youth Activism and the New Lefts	Youth movement; Campus struggle; Violence; Radicalism
6	Ribu and the Second Wave Feminism	Feminism movement; Identity politics
7	Ethnic Minority Politics	Zainichi Korean movements; Global social movements; Human rights
8	Movements in Okinawa	Social movements in Okinawa; Anti-Military base movements
9	Peace Movements	Peace movements; Article 9
10	LGBTQ Movements	Gay-rights; LGBTQ movements
11	Anti-Nuclear Movements after Fukushima	Environmental movement; Anti-Nuclear movements; 3.11. triple disaster
12	Revival of Youth Movement	New youth movements; Youth in contemporary Japan; Anti-Security law movements
13	New Radical Right Movements	Right-wing populism; Nationalism and xenophobia; Counter-racism movements
14	Final Presentation	Student presentations on chosen topics

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

- Reading assignments (every week)

- Reading presentation

- Project presentation

- Final paper

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

【Textbooks】

Readings will be provided by the instructor.

【References】

Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】

Class Participation and Discussions: 30%

Presentation (Reading & Project): 30%

Final Paper: 40%

【Changes following student comments】

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

【Others】

- The schedule may be subject to change.

- Detailed course descriptions, including the assignments, will be provided on the first day of the class.

【】

N/A

ECN300LE

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.)]

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
Class 1	I Money & Finance 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	II Microeconomic Analyses Household Finance	Basic concepts and theory of consumer / household finance
Class 6	Corporate Finance	Basic concepts and theory of corporate finance
Class 7	III Macroeconomic Analyses 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	IV Financial Markets 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	V Monetary Policy 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.

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

ARSI300LE

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

Nobuhisa TAKEDA

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

【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 development 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 4) Case from the JICA Project in Mindanao, the Philippines

10	Participatory development	1) Stakeholders participation in development projects 2) Role of community, NGOs and local government 3) Case from the JICA Project in South Sulawesi, Indonesia
11	Using Japanese experiences in development cooperation	1) How Japanese experiences can be used in international cooperation 2) MCH handbook for primary health care 3) Application of Kaizen practices
12	International cooperation through local governments	1) Why local governments are involved in international cooperation 2) One village one product movement 3) Jimotogaku (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. The average study time outside of class per week would be roughly 4 hours.

【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 class participation in discussion, 45% mid-term paper, and 45% final paper.

【Changes following student comments】

Not applicable.

【Others】

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

【】

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).

PHL300LE

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

Daniel Friedrich

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

【Outline and objectives】

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

【Goal】

Upon completion of this course students will:

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

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

【Method(s)】

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

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

6	Religious Technologies and Just-in-Case Religion	Lecture and Discussion based on: Richard Fox Young. 1993. "Magic and Morality in Japanese Exorcistic Technologies: A Study of Mahikari." In Mullins, Susumu, and Swanson Religion and Society in Modern Japan: Selected Readings. Berkeley: Asian Humanities Press, 1993. Watch: "Norton USB Amulet: https://www.youtube.com/watch?v=iYk8xAhX7xU&feature=youtu.be Students will give a brief presentation of an academic article on a theme related to the course 700-1000 Word summary of article due
7	Recent Studies in Japanese Religion and Popular Culture Round-table	Lecture and Discussion based on: Barbara R. Ambros. 2012. "Pets, Death, and Taxes: The Legal Boundaries of Religion." In Bones of Contention: Animals and Religion in Contemporary Japan. Honolulu: University of Hawaii Press. Pages 90-123.
8	Death, Pets, Religion, and Taxes	Lecture and Discussion based on: Laura Miller. 2014 "The Divination Arts in Girl Culture." In Kawano, Roberts, and Long, Capturing Contemporary Japan: Differentiation and Uncertainty. Honolulu: University of Hawaii Press. Pages 247-267. Watch: Onmyoji (陰陽師) Trailer: https://youtu.be/ldvcOdZXPTo
9	The Occult, Heian-era Wizards, and Girl Culture	Lecture and Discussion based on: Nakamura, Hikaru "Saint Young Men 1" Students will make presentations based on their site visit assignment
10	Religion and Anime	Lecture and Discussion based on: Jesse LeFebvre. 2015 "Christian Wedding Ceremonies: 'Nonreligiousness' in Contemporary Japan." Japanese Journal of Religious Studies 42/2 185-203. https://nirc.nanzan-u.ac.jp/nfile/4454
11	Site Visit Presentations and Write Up	Topic and Reading chosen in consultation with students
12	Going to the Chapel: Weddings and Religion/Non-religion	Students present research papers
13	Wild Card Week	【Work to be done outside of class (preparation, etc.)】 Students are expected to complete readings and media viewings prior to class. The average study time outside of class per week would be roughly 4 hours.
14	Course Wrap-up	【Textbooks】 All readings will be distributed by the instructor 【References】 YUSA Michiko. 2002. Japanese Religious Traditions. Upper Saddle River, New Jersey, 200 【Grading criteria】 Student Information Sheet: 5% Site Visit and Report: 30% Research Paper: 30% Recent Studies in Japanese Religion and Popular Culture Round-table: 25% Active Participation: 10% 【Changes following student comments】 Not Applicable 【Others】 This is a thematic course. Each week we will cover multiple time periods and religious traditions. While this format will allow us to touch on a wide variety of topics in a short period of time, it does present a challenge. Students will not have the comfort of a historical narrative to provide clues about what is and is not important. You must complete the readings, attend lectures, and ask for help when necessary.

【】

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

POL300LE

ESOP:グローバル・ガバナンス (Global Governance)

Naoko HASHIMOTO

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

【Outline and objectives】

This course aims at learning the concept, nature, and current state of global governance, focusing on five different thematic issues: (a) migration and asylum; (b) human rights; (c) humanitarianism and the rule of law; (d) development; and (e) peace and security (including human security). Students are to discuss and analyse structures, institutions, actors, and limits of global governance by engaging in critical analysis and case studies.

【Goal】

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

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

【Method(s)】

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Concept of global governance and outline of the course
2	Critique of global governance	Decision on group presentations, followed by watching a movie "Poverty Inc."
3	Migration and asylum governance I	Concepts, institutions, and current state of global migration and asylum
4	Migration and asylum governance II	Case studies and a group presentation on an aspect of global migration and asylum governance
5	Human rights governance I	Concepts, institutions, and current state of human rights governance
6	Human rights governance II	Case studies and a group presentation on an aspect of global human rights governance
7	Humanitarian governance and the rule of law I	Concepts, institutions, and current state of humanitarian governance and the rule of law
8	Humanitarian governance and the rule of law II	Case studies and a group presentation on an aspect of global humanitarian governance
9	Development governance I	Concepts, institutions, and current state of development governance
10	Development governance II	Case studies and a group presentation on an aspect of global development governance
11	Peace and security governance I	Concepts, institutions, and current state of global peace and security governance

12	Peace and security governance II	Case studies and a group presentation on an aspect of global peace and security governance
13	Practice and reality of global governance	(A) guest speaker(s) from an international organisation
14	Review	Essay writing on unseen questions

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

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

【Textbooks】

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

【References】

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

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

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

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

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

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

Commission on Global Governance, Our Global Neighbourhood, 1995

【Grading criteria】

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

Presentation 20%

Final test 60%

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

【Changes following student comments】

N/A (as the instructor has changed from the previous years)

【Equipment student needs to prepare】

N/A

【Others】

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

【None】

None

【】

This course aims at learning the concept, nature, and current state of global governance, focusing on five different thematic issues: (a) migration and asylum; (b) human rights; (c) humanitarianism and the rule of law; (d) development; and (e) peace and security (including human security). Students are to discuss and analyse structures, institutions, actors, and limits of global governance by engaging in critical analysis and case studies.

SOC300LE

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 5/Fri.5

[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. Due in Class 4.
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.
9	Documentary screening II	Citizenfour cont'd.
10	Snowden as a source	Discussion of Edward Snowden as a news source, and his treatment by reporters.
11	Driving the discussion	Advocacy journalism, agenda-setting and the purpose of reporting the news. Article 3 due.
12	Things foreign	Overseas news coverage in Japan, and Japanese news coverage overseas.
13	PR and the press	What's news and what's an ad?
14	New Media	What are the ethical implications of instant news? How does the digital news landscape in Japan compare to overseas?

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

- Weekly reading assignments.
 - Read and be ready to discuss at least one news article about Japan each week.
 - Write three news articles and one short essay.
- The average study time outside of class per week would be roughly 4 hours.

[Textbooks]

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

[References]

Additional literature will be introduced in class as necessary.

[Grading criteria]

Participation: 25%

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

Preparation: 25%

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

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

Three articles: 40%

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

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

One short essay: 10%

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

[Changes following student comments]

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

[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.

[I]

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.

