

Keio University Syllabus and Timetable

HUMAN TRAFFICKING IN SOUTHEAST ASIA : PAST AND PRESENT

Lecturer(s)	CHANDRA, ELIZABETH
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Fri.5
Campus	Mita
Classroom	452
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	73267
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
Course Description	A course to aim to examine the intersections of involuntary labor, transnational migration and sexual exchange, which today fall under the category of “human trafficking.”
K-Number	CIN-CO-00223-212-08

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course examines the intersection of involuntary labor, transnational migration and sexual exchange, which falls under the broad category of “human trafficking.” Despite its recent urgency (United Nations’ Palermo Protocol, 2000), historical inquiries show that commercial sexual labor also existed in the past in different forms under different guises. This course situates the contemporary human trafficking on a single continuum with historically similar practices, some of which deemed “indigenous” in Asia. While our inquiries will sample cases from various parts of Asia, emphasis is given to studies that deal with the experience of sexual exchange in southeast Asia. This is because southeast Asia holds a double role as supplier of massive transnational migration for sexual labor, as well as site where the sex trade takes place extensively.

In this course we will look at traditional forms of servitude and sexual exchange in east and southeast Asia, as well as the contemporary transnational trade of women for the sex industry. We will read historiographic and ethnographic accounts on slavery, dependency, and other forms of servitude in Asia as a necessary background to our examination of contemporary practices of using women for sexual services. We will look at the social and economic conditions that gave rise to the sex industry in the past, such as colonial establishment and military mobilization, and probe into the so-called “white slave” trade that instigated the abolitionist movement by feminist and church groups in the early twentieth century. We will also consider practices that have been condemned as forms of human trafficking such as prostitution, hostessing, and international brokered marriage. We will close with a discussion on the possibility of agency by exploited women, which thus challenges the discourse of victimhood, and ask instead if sex-work can serve as a strategy of economic advancement, even liberation from oppressive gender norms.

This course has a strong emphasis on east and southeast Asia, and is recommended for students of Area Studies background.

Keio University Syllabus and Timetable

THE CULTURE OF SPORTS, HEALTH, AND LONGEVITY  
IN JAPAN AND OTHER COUNTRIES

Subtitle	The Culture of Sports, Health, and Longevity in Japan and Other Countries
Lecturer(s)	KIMURA, MASAKI
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Thu.5
Campus	Mita
Classroom	453
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74703
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
Course Description	A course to aim to learn different ways of thinking about what is important to enjoy sports, to achieve good health and longevity throughout the world.
K-Number	CIN-CO-00133-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course is designed for both international and Japanese students who are interested in the cultures of sports, health, and longevity in Japan and other countries. We will learn different ways of thinking about what is important to enjoy sports, to achieve good health and longevity throughout the world. The ultimate goal of this course is for students to learn how to participate in and enjoy sports, in order to become healthy and increase longevity in their own lives and take good presentation skills.

The course will be provided not as a series of lectures, but as a student’s presentation and peer-review based evaluations and suggestions. Students will actively participate in research works, presentations, and feedbacks for each other. The instructor will provide on demand each classmate’s video files at class #3-7. You can join in these classes from all over the world. Students will have on site presentation at class #8-14. You can have face-to-face presentation and feedback each other. Please enjoy speaking about you and your home country to new friends, learning about different cultures, and discovering useful information from your classmates as much as possible.

Active Learning Methods ⓘ [Description](#)

Presentations  
Discussions, Debates  
Group work

Preparatory Study

Preparation and revision of own presentation



### Lesson 1

Introduction and orientation (on demand)  
Preparation of own 1st presentation

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### Lesson 2

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

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### Lesson 3

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

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### Lesson 4

Student's presentations about the 1st topic (on demand)  
Feedbacks for the presentations by classmates (on demand)  
Preparation of own 1st presentation

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### Lesson 5

Student's presentations about the 1st topic (on demand)  
Feedbacks for the presentations by classmates (on demand)  
Preparation of own 1st presentation  
Preparation of own 2nd presentation

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### Lesson 6

Student's presentations about the 1st topic (on demand)  
Feedbacks for the presentations by classmates (on demand)  
Preparation of own 1st presentation  
Preparation of own 2nd presentation

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### Lesson 7

Student's presentations about the 1st topic (on demand)  
Feedbacks for the presentations by classmates (on demand)  
Preparation of own 2nd presentation

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### Lesson 8

Student's short self-introduction (face-to-face)  
The 2nd topic: ex. "My ideal and recommendable trip plan to spend healthy and exciting holiday"  
Student's presentations about the 2nd topic (face-to-face)  
Feedbacks for the presentations by classmates (face-to-face)  
Preparation of own 2nd presentation

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### Lesson 9

Student's presentations about the 2nd topic (face-to-face)  
Feedbacks for the presentations by classmates (face-to-face)  
Preparation of own 2nd presentation



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## Lesson 10

Student's presentations about the 2nd topic (face-to-face)  
Feedbacks for the presentations by classmates (face-to-face)  
Preparation of own 2nd presentation

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## Lesson 11

Student's presentations about the 2nd topic (face-to-face)  
Feedbacks for the presentations by classmates (face-to-face)  
Preparation of own 2nd presentation

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## Lesson 12

Student's presentations about the 2nd topic (face-to-face)  
Feedbacks for the presentations by classmates (face-to-face)  
Preparation of own 2nd presentation

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## Lesson 13

Student's presentations about the 2nd topic (face-to-face)  
Feedbacks for the presentations by classmates (face-to-face)

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## Lesson 14

Small group discussion and presentation about given topic (face-to-face)  
Course summary (face-to-face)

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## Other

Coursework and Assignments

## Method of Evaluation

1. Participation, Contribution and Activeness (50%)
2. Presentation (30%)
3. Assignments (20%)

## Textbooks

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

## Reference Books

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

## Lecturer's Comments to Students

The first class will be provided on Keio Canvas LMS on 2024.04.11 (Thu).

You need to make and have two presentations in this class. You will make and up-load your 1st presentation video files (mp4 file) about given topic onto the designated internet site (ex. Keio "Canvas LMS" System, Box or Google Drive, etc. using your "keio.jp" account) within a few weeks after class orientation (2024.04.11). And you will also have face-to-face presentation about the 2nd topic in the later class (after 2024.05.30). You need to watch and give short feedback to all of your friend's presentations .



Before attending this class, please prepare suitable devices (ex. PC or Smartphone) and skills to make and up-load your video files (around 10 mins) for your own presentation. Course plan will be re-arranged by the instructor as needed.

## Question/Comments

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



Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE ART HISTORY

Subtitle	Introduction to Japanese Art History
Lecturer(s)	SHIRAHARA, YUKIKO
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Thu.3
Campus	Mita
Classroom	523-A
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	29417
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
Course Description	A course to aim to obtain knowledge and skills to appreciate fundamental and diverse characteristics of Japanese visual art dealing with Japanese art from the ancient times to the contemporary.
K-Number	CIN-CO-00123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

Report should be submitted as the finishing stage of the course.

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

Active Learning Methods ⓘ [Description](#)

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

Preparatory Study

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

## Course Plan

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### Lesson 1

Introduction/Guidelines/Course Plan/Survey

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### Lesson 2

Material and technique of Japanese art (sculpture and painting)

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### Lesson 3

Japanese Buddhist art: iconography and expression

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### Lesson 4

Representation of the combination of Shinto and Buddhism

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### Lesson 5

Life in the court: Picture Scroll of the Tale of Genji

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### Lesson 6

Narrative handscroll: Picture Scroll of the Legends of Mt. Shigi

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### Lesson 7

Painting: Yamato-e and Kara-e

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### Lesson 8

Theatrical art: Noh and Kyogen mask and costume

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### Lesson 9

Stories of ceramics and lacquer ware

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### Lesson 10

What is Rimpa?

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### Lesson 11

Ukiyo-e painting and print

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### Lesson 12

Oral presentations

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### Lesson 13

Japonisme: Japan at the dawning of the modern age

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### Lesson 14

Art after World War II

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### Other

## Method of Evaluation

Attendance 40% : attend more than 2/3 of lecture time with submission of answer or comment.

Oral presentation: 20%

Final report: 40%

## Textbooks

Nothing.

## Reference Books

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

## Lecturer's Comments to Students

Students are requested to bring own paper notebook (not electric devises) and some writing tool at the lecture time. Also, requested to write answer or comment on a sheet of paper (depending on lecturer's request) distributed in each class, submit it at the end the lecture.

In the case of absence owing to some avoidable obstruction, such student should contact the lecturer as soon as possible either in the class or by e-mail (no later than the following lecture). Only if lecturer accepts the reason, the student will be able to submit Make-up report.

Details are to be explained in the first lecture.

## Question/Comments

Before or after lecture in the classroom.

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

Keio University Syllabus and Timetable

ASIA-JAPAN ECONOMIC RELATIONS

Subtitle	Is Asia integrated or disintegrated?
Lecturer(s)	HAYASHI, HIDEKI
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Tue.4
Campus	Mita
Classroom	527
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	80820
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
Course Description	A course to aim to learn the economic, political and social aspects of the Asia-Japan relations covering both theoretical aspects but on practical aspects.
K-Number	CIN-CO-00243-212-07

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

**This is the multidisciplinary course on the economic, political and social aspects of the Asia-Japan relations.** It covers not only the theoretical aspects but on practical aspects, such as the economic policies, the Japan's corporate strategies and the financial markets.

**Each session is composed of two parts. The first part is based on the latest text written by Japanese scholars. Then in the second part the related topics are discussed based on the comprehensive texts written by the Asian and Western scholars.** After each class students are supposed to write the short comments. Asian policy makers and academics will be invited for guest speeches occasionally.

Active Learning Methods ⓘ [Description](#)

Presentations  
Problem-based learning

Preparatory Study

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

Course Plan

Lesson 1

**Introduction : the Asian economy in the Asian century** Key characteristics of the Asian economy  
/ Southeast Asia's long transition

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## **Lesson 2**

**Part I New dimensions of the Asian economy**

**1 Transforming Asia: how the Asian economy has been discussed**

/ A century of growth, crisis, war and recovery, 1870–1970

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## **Lesson 3**

**2 Asianizing Asia: The Rise of Intra-Regional Trade and Economic Integration**

/ Southeast Asian commercial policy: outward-looking regional integration

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## **Lesson 4**

**3 China reshaping Asia: economic transition and the rise of an economic superpower**

/ Foreign direct investment in Southeast Asia

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## **Lesson 5**

**Part II Borderless Asia**

**4 Factory Asia: global value chains and local firm development**

/ Global production sharing, trade patterns, and industrialization in Southeast Asia

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## **Lesson 6**

**5 Capital Asia: growth and capital flows**

/ The global financial crisis and macroeconomic policy / Twenty-first-century challenges

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## **Lesson 7**

**6 Migrating Asia: labor mobility in an interdependent and and connected world**

/ Internal and international migration in Southeast Asia

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## **Lesson 8**

**7 Innovating Asia: growth pattern changes in post-middle-income**

/ Disciplining dissent: freedom, control, and digital activism in Southeast Asia

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## **Lesson 9**

**8 Urbanizing Asia: cities transforming into mega-regions**

/ Gateways, corridors and peripheries

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## **Lesson 10**

**9 Informalizing Asia: the other dynamics of the Asian economy**

/ Informality, advocacy, and governmentality in urbanizing northern Philippine cities

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## **Lesson 11**

**Part IV Asia at a crossroads**

**10 Ageing Asia: From Demographic Dividend to Demographic Tax**

/ The population of Southeast Asia

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## **Lesson 12**

**11 Unequalizing Asia: From Poverty to Inequality**

/ The political economy of policy reform: insights from Southeast Asia

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## Lesson 13

### 12 Environmentally Challenged Asia: In the Context of Backwardness and Diversity

/ Natural resources, the environment and economic development in Southeast Asia

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## Lesson 14

### Conclusion: Competing Asia, Co-Existing Asia

/ Twenty-first-century challenges for Southeast Asian economies

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## Other

Office Hours will be planned.

## Method of Evaluation

Weekly Comments : 30%

Interim Report : 30%

Final Report : 30%

Questions and other contributions during the class : 10%

## Textbooks

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

## Reference Books

**The Asian Economy : Contemporary Issues and Challenges**, edited by Kenta Goto, et al., Taylor & Francis Group, 2020.

<http://ebookcentral.proquest.com/lib/keio/detail.action?docID=6259432>.

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

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

**Routledge Handbook of Urbanization in Southeast Asia**, edited by Rita Padawangi, Taylor & Francis Group, 2018.

<http://ebookcentral.proquest.com/lib/keio/detail.action?docID=5569016>.

The students can access the text via keio.jp online so do not have to purchase by themselves.

## Lecturer's Comments to Students

Powerpoint file with voice will be provided on Class Support before the scheduled date of each session.

Even though this course is mainly targeted for the students of economics, any students who are interested in Asia are welcome, regardless of the faculties.

## Question/Comments

Anytime during the class, also by e-mail.

Office Hours will be set up occasionally.

Keio University Syllabus and Timetable

BUDDHISM AND SOCIAL CHANGE IN CONTEMPORARY ASIA

Subtitle	New Buddhist Influences in Economics, Technology, Ecology, Gender, Human Rights, and Dying
Lecturer(s)	WATTS, JONATHAN S.
Credit(s)	2
Academic Year/Semester	2024 Spring (1st Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	16038
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-08

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will be offered as a companion course to JAPANESE BUDDHISM AND SOCIAL SUFFERING (日本仏教と現代社会) by the same instructor in the second half of the semester. You do not have to take both courses, but it is recommended to do so for a fuller understanding. Buddhism is the largest indigenous religion of Asia and has ancient roots in every country in the region, including majority Muslim ones like Bangladesh and Indonesia. However, in the contemporary age, it is in crisis, principally from the way economic and scientific modernity challenges its worldview and values. Buddhist institutions throughout the region have been responding to this crisis in variety of ways from nationalistic chauvinism, to market and technologically savvy new Buddhist organizations, and also progressive social action movements known as Socially Engaged Buddhism. This course will look at these different responses and attempts by Buddhism to remain relevant in the dynamic social landscape of contemporary Asia, while offering numerous case studies familiar to the instructor’s 25 years of experience throughout the region. THIS COURSE IS LIMITED TO 50 STUDENTS. PLEASE SEE DETAILS BELOW.

Active Learning Methods [Description](#)

Discussions, Debates  
Group work  
Role-playing  
Flipped classroom

Preparatory Study

some reading & reflections on course units

## Course Plan

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### Lesson 1

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

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### Lesson 2

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

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### Lesson 3

Unit 2: 4 Responses to Modernity: Buddhist Nationalism & Socially Engaged Buddhism, Market Buddhism & Buddhist Socialism

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### Lesson 4

Unit 2: Responses to Modernity: What is authentic Buddhism?

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### Lesson 5

Unit 3: Buddhism in the Modern Era: The Non-Duality of Self & Social Liberation

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### Lesson 6

Unit 3: Human Rights: Caste, Class, and the Revival of Buddhism in India

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### Lesson 7

Unit 3: Gender: Women's Ordination and Buddhist Perspectives on Gender

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### Lesson 8

Unit 3: Buddhism & Other Religions: Inter-Religious Conflict between Buddhism & Islam

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### Lesson 9

Unit 4: Buddhist Economics & Environmentalism: The "Three Poisons" Institutionalized

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### Lesson 10

Unit 4: A Transformative Approach to the Eco-Crisis using Buddhist Teachings & Practice

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### Lesson 11

Unit 5: The Science of Dying & Meditation

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### Lesson 12

Unit 5: Dying & Living in Contemporary Buddhism: The End-of-Life Care and Suicide Prevention Movements

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### Lesson 13

Concluding Classes: Global Youth Creating New Buddhist Identities & Cultures

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### Lesson 14

Concluding Classes: Review of course themes

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### Other

## Method of Evaluation

1. Exam N/A
2. regular participation: attendance, discussion, and participation in class (30%)
3. unit reports (5) (70%)

## Textbooks

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

## Reference Books

Rethinking Karma: The Dharma of Social Justice. Ed. Jonathan S. Watts (Chiang Mai, Thailand: Silkworm Press, 2009).

The Buddha's Way to Human Liberation: A Socio-Historical Approach. Swaris, Nalin. (Nugegoda, Sri Lanka: Sarasavi Publishers, 2008)

Engaged Buddhism: Buddhist Liberation Movements in Asia. Eds. Christopher S. Queen & Sallie B. King (Albany, NY: State University of New York Press, 1996).

Action Dharma: New Studies in Engaged Buddhism. Eds. Queen, Prebish, Keown (London: RoutledgeCurzon, 2003)

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

## Lecturer's Comments to Students

This course will be taught as face-to-face only. The number of students in the course is capped at 50. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery. We will use a wide variety of methods in the classroom, including videos, guest speakers, group work, etc. During lectures, ample time will be given for questions and discussion. A prior knowledge of Buddhism is not necessary. Using Buddhism as a lens, we will investigate a wide variety of social issues in Asia and take time to enjoy interaction with each other. An optional meditation class will also be offered in the evenings.

## Question/Comments

Teacher Profile: Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 30 years involved in NGO/NPO work with Buddhist based organizations, and writing and editing a collaborative volume by Buddhist scholar-activists Rethinking Karma: The Dharma of Social Justice. Ed. Jonathan S. Watts (Chiang Mai, Thailand: Silkworm Press, 2009). He has also been researching and assisting Japanese Buddhists engaged in a variety of forms of social work. This research was published in two volumes in 2023 (see reference books). He has also published three other volumes: Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (2013) and This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (2012) Yokohama: International Buddhist Exchange Center; and Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012).

Keio University Syllabus and Timetable

SOCIOLOGY OF EDUCATION

Subtitle	Focus on Globalization and Development of Education in Asia
Lecturer(s)	DAWSON, WALTER
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Wed.1,2
Campus	Mita
Classroom	107
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	00395
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-08

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods  [Description](#)

Presentations  
Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

N/A

Course Plan

Lesson 1

Introduction to Comparative Sociology of Education and International Educational Development (IED)

Lesson 2

Sociological Theory on Globalization of Education

Lesson 3

**Lesson 4**

Education, Economics and Human Capital Theory

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**Lesson 5**

Education, Political Science and International Organizations

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**Lesson 6**

The World Bank and Education

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**Lesson 7**

Bilateral Aid, JICA and Education

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**Lesson 8**

NGOs and Education in Cambodia

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**Lesson 9**

Debate: Funding International Organizations vs. Grassroots NGOs

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**Lesson 10**

Shadow Education (Private Tutoring) in Japan, South Korea and Cambodia

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**Lesson 11**

Comparing Bilateral Aid Agencies: China, Japan, and South Korea

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**Lesson 12**

Future Issues for Education in Asia

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**Lesson 13**

Final Presentations and Course Summary

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**Lesson 14**

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

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**Other**

Make-up classes will be scheduled as necessary.

Method of Evaluation

- Attendance/Participation-25%
- Midterm Essay-25%
- Presentation of Final Paper-25%
- Final Paper-25%

## Textbooks

The materials listed below will be uploaded to a Google Drive for the course:

1. Syllabus
2. Readings (pdf file format)
3. Lecture Presentation Files
4. Assignment Instructions

## Reference Books

N/A

## Lecturer's Comments to Students

1. This course will be conducted in English but whenever necessary the instructor can assist and advise students in Japanese.
2. Students will read pdf readings before each class.
3. Assignments will be submitted to the instructor by CANVAS. Feedback will be returned by CANVAS.

## Question/Comments

Please feel free to email the instructor at any time (dawson@icu.ac.jp).

Zoom meetings can be scheduled if students need advice or guidance.

Accommodations will be made for the English level of the students to ensure that all students feel comfortable taking this class.

Keio University Syllabus and Timetable

THE ROOTS OF JAPANESE CULTURE AS SEEN IN THEATER AND ART

Lecturer(s)	OSHIMA, AKIRA M.
Credit(s)	2
Academic Year/Semester	2024 Spring (1st Half)
Day/Period	Mon.4/Fri.4
Campus	Mita
Classroom	436
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84218
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Contents, Objectives, Teaching Method, Intended Learning Objective

Japan has a long and rich history and tradition. In past times, this tradition has served as a way of uniting very different times and social groups. But in this modern age, this history and tradition has become unfamiliar. This course will outline this history and also suggest way to both put it together and to question it. The course will center on lectures featuring Power Point slide shows and will have short required readings. There will be no final exam, but grading will be based on 3 worksheets and a 5-page final essay.

Course Plan

Lesson 1

History, Narratives and Identity  
Class 1  
Mon. April 8

Japan seems to be unified and homogeneous. But this feeling has been created by persistent narratives that change and are re-established in different periods.

Lesson 2

Possible Pathways to Find Diversity: Geography, Anthropology and Religious Ways of Thinking  
Class 2  
Fri. April 12

There has always been strong local variation in Japan. This can provide possible points to question the dominant narrative.

Lesson 3

History and Literature: The Asuka (538 – 710), Nara (710 - 794) and Heian Periods (794 - 1185) and the Ancient Chronicles (Kojiki and Nihon Shoki).

Class 3

Mon. April 15

These periods mark the consolidation of the Japanese state. In literature this created the historical chronicles and a great poetic anthology.

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## Lesson 4

Classical Aristocratic Court Culture: Waka Poetry

Class 4

Fri. April 19

In the Heian Period (794 - 1185), culture centered on the aristocratic class around the imperial court. This created a poetic language and stories like “The Tale of Genji” that became the standard for classical culture until the present.

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## Lesson 5

“Ise Monogatari” and Visual Arts

Class 5

Mon. April 22

“The Tales of Ise” are a series of poems that grow into short episodes about the legendary lover Ariwara no Narihira. Many of the episodes feature iconic images that were both the foundation of classical culture and show the changing views of the images of the tradition.

Worksheet 1: Intro through classical

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## Lesson 6

The End of the Hegemony of the Imperial Court: The Late Heian Period, the Kamakura Period (1185 - 1333) and “The Tales of the Heike (Heike Monogatari)”

Class 6

Fri. April 26

A war between the Genji and Heike military clans moved the center of political power away from Kyoto to Kamakura dominated by the warrior class. On the one hand, there was the continued cultural dominance of imperial aristocratic culture. On the other hand, there was the gradual creation of a warrior class with a distinctive character.

“The Tales of the Heike” tells the story of the rise and fall of the Heike clan and the wars that ended the Heian period. But far from being just a war tale, it is an epic novel that treats the enemy with compassion and gives full expression to the stories of the women involved.

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## Lesson 7

Muromachi History and Culture

Class 7

Mon. April 29

The Muromachi Period (1333 - 1568) is a key period in Japanese cultural history that saw the creation of the Noh and Kyogen theaters and the tea ceremony. But it also was a very turbulent age and even with these touchstones of Japanese culture, there was an immense range of variety and depending on what is valued as iconic, the picture of Japanese culture changes dramatically.

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## Lesson 8

Noh Theater

Class 8

Fri. May 10

This unit will focus on the history and conventions of noh, and two noh plays, “Atsumori” a play focusing on the world of warriors based on an episode in “The Tales of the Heike” and “Izutsu” based on the “Tales of Ise.”

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## Lesson 9

Kyogen Theater

Class 9

Mon. May 13

This unit will focus on the history and conventions of kyogen and two kyogen plays, “Two in One Hakama (Futari Bakama)” and “The Moon Viewing Blindman (Tsukimi Zato).”

Worksheet 2: Muromachi Culture

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## Lesson 10

Edo History and Culture

Class 10

Fri. May 17

After a period of warring domains, in the Azuchi-Momoyama Period (1568 - 1600), Japan was gradually reunified under the warlords Oda Nobunaga and then Toyotomi Hideyoshi. They created a brash, florid form of Muromachi culture. In turn, Japan was controlled by Tokugawa Ieyasu who began a long period of peace ruled from his capital in Edo (the old name for Tokyo).

The Edo Period (1600 - 1868) was marked by a refinement of Muromachi culture as elite culture of the samurai class, but also the creation of a distinctive commoner culture that included the kabuki theater and the Bunraku puppet theater. But over the course of the Edo period, all these cultural forms changed with major social and economic changes that led to the modern world.

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## Lesson 11

Kabuki

Class 11

Mon. May 20

This unit will focus on the development of the kabuki theater and the development of two acting styles, the bombastic aragoto style and the acting of onnagata (men specializing in female roles).

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## Lesson 12

Kabuki: “Narukami (The Thunder God)”

Class 12

Fri. May 24

This unit will focus on a representative kabuki play that is structured as a confrontation between an aragoto character and a female character played by an onnagata.

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## Lesson 13

Puppet Theater

Class 13

Mon. May 27

The Bunraku puppet theater was a sophisticated, adult theater which created some of the monuments of Japanese drama and literature. This unit will also examine a masterpiece of puppet theater by Chikamatsu Monzaemon, “The Love Suicides at Sonezaki (Sonezaki Shinju).”

Worksheet 3: Edo Culture

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## Lesson 14

Meiji Transition

Class 14

Fri. May 31

With the Meiji Restoration in 1868, Japan embarked on an ambitious program of modernization and Westernization. Japanese tradition was once more reconsolidated and the images and characters of the past were mobilized to support the new state. But the tradition was once more discredited with defeat in World War II. The

conclusion will look at this process as we can see it in songs created for use in the schools.

Due Mon. June 1: Final 5-page paper

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## **Other**

Review

### **Method of Evaluation**

Grading will be based on 3 worksheets and a final 5-page paper.

### **Textbooks**

There is no textbook, but all required reading will be posted online.

### **Reference Books**

I will prepare a comprehensive reading list for further exploration.

Keio University Syllabus and Timetable

JAPANESE BUDDHISM AND SOCIAL SUFFERING

Subtitle	Priests and Temples Reviving Human Relationship and Civil Society
Lecturer(s)	WATTS, JONATHAN S.
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	50923
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-08

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

1) human relationships in terms of: a) dying and grieving, and b) alienation and suicide;

2) economic development in terms of: a) social and economic gaps, aging society, community breakdown and depopulation of the countryside, b) alternatives to globalization and Buddhist economics, and c) alternative energy and the environment;

3) politics in terms of: a) nuclear power and peace, and b) Buddhist complicity with war and work for peace.

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

There will be a variety of teaching methods from homework, readings, group processes, in-class videos, and guest speakers. This course will attempt to be as interactive as possible, so students should be ready to reflect on the issues personally as they experience them as residents of Japan, and to express these reflections not only intellectually but emotionally as well. Field trips will be offered on the key issues above so as to deepen appreciation and understanding. As such, THIS COURSE IS LIMITED TO 35 STUDENTS. PLEASE SEE DETAILS BELOW.

Active Learning Methods [Description](#)

- Fieldwork
- Discussions, Debates
- Group work
- Flipped classroom

# Preparatory Study

some readings and reflection on field trips

## Course Plan

### Lesson 1

A Brief History of Japanese Buddhism

### Lesson 2

The Civilizational Culture of Buddhism meets Japan’s Particular Cultural Identity

### Lesson 3

Unit 1: Understanding Japanese Society through a Buddhist Lens & Buddhist Social Analysis

### Lesson 4

Unit 1: The Present Crisis in Japanese Society: The Disconnected Society 無縁社会

### Lesson 5

Unit 2: The Present Crisis in Japanese Buddhism

### Lesson 6

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

### Lesson 7

Unit 2: The Suicide Prevention Priests of Japan Part I

### Lesson 8

Unit 2: The Suicide Prevention Priests of Japan Part II

### Lesson 9

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

### Lesson 10

Unit 3: Nuclear Energy & the Eco-Temple

### Lesson 11

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

### Lesson 12

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

### Lesson 13

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

### Lesson 14

## Other

Concluding session

## Method of Evaluation

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

## Textbooks

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

## Reference Books

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

## Lecturer's Comments to Students

This course will be taught as face-to-face only. The number of students in the course is capped at 35. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery. この授業は英語で行われますが、日本語の教材やビデオを使用することがあります。また、日本語で会話をする機会もあります。しかし最後のレポートは必ず英語で書かなければなりません。日本語・英語、その他の言語でこの授業を楽しみましょう！ While this class is conducted in English, there will be a broad use of Japanese language source texts and videos, and Japanese may be used at times in class. However, all main texts are in English. Translation will be provided during field trips, and the final written report must be done in English. Whether it be Japanese, English or one of the many languages of our international students, let's enjoy communicating together!

## Question/Comments

Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 30 years involved in NGO/NPO work with Buddhist based organizations. He has been researching and assisting Japanese Buddhists engaged in a variety of forms of social work. This research forms the basis of this course and was published in two volumes in 2023. He has also written and edited three other books on related issues: Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (Yokohama: International Buddhist Exchange Center, 2013), Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012) and This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (Yokohama: International Buddhist Exchange Center, 2012). Students will have the opportunity to learn from and meet the many Buddhist priests and social activists in Japan and elsewhere whom he has come to know over the years.

Keio University Syllabus and Timetable

ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN

Subtitle	"ARTS/ART WORKSHOP: DISCOVERING ARTS AND CULTURE IN JAPAN"
Lecturer(s)	HISHIYAMA, YUKO
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Sat.3,4
Campus	Mita
Classroom	313
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	79413
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods [Description](#)

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

Preparatory Study

Recommended homework might be assigned. It will be explained during class.

Course Plan

Lesson 1

Introduction.

Japanese handicrafts 1

Traditional technique of Japanese handicraft. Understanding of craftsmanship.

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## Lesson 2

Japanese handicrafts 2

Traditional technique of Japanese handicraft. Understanding of craftsmanship.

Video viewing / Discussion.

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## Lesson 3

Experience of traditional handicrafts 1

Studio work / Making Japanese-style folding fan.

Theme: "Self-expression"

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

Students will express themselves on a sheet of paper. After accumulating various experiences in Japan, in their own countries and others. Construct it in their own way. Make a Japanese-style folding fan using the drawn paper.

Students are encouraged to emphasize originality in their work.

Presentation after the completion of own work.

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## Lesson 4

"Self-portrait" 2

Studio work.

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

Presentation after the completion of the work done.

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## Lesson 5

Arts/Culture in Japan 1

Fieldwork: Short trip to SHITAMACHI area.

Research and sketch/photo shooting.

Research of townscape, Architecture, Garden, Shop sign/designs, Japanese culture.

Visiting historical Japanese garden and shrine.

Visiting art gallery, artist' studio, museum, or discussion with local artists.

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

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## Lesson 6

Arts/Culture in Japan 2

Fieldwork: Short trip to SHITAMACHI area.

Research and sketch/photo shooting.

Research of townscape, Architecture, Garden, Shop sign/designs, Japanese culture.

Visiting historical Japanese garden and shrine.

Visiting art gallery, artist' studio, museum, or discussion with local artists.

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

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## Lesson 7

Japanese Traditional Performing Arts 1

Lecture and workshop: Studying about Japanese classical theater art.

Might visit to related facilities outside of class hours.

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## Lesson 8

Japanese Traditional Performing Arts 2

Lecture and workshop: Studying about Japanese classical theater art.

Might visit to related facilities outside of class hours.

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## Lesson 9

Architecture, Design and Contemporary Art in Japan 1

Fieldwork: Visiting a design museum in class hours.

Research about a Japanese architecture and his works. Study and understanding of design and Contemporary Art in Japan.

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## Lesson 10

Architecture, Design and Contemporary Art in Japan 2

Fieldwork: Visiting a design museum in class hours.

Research about a Japanese architecture and his works. Study and understanding of design and Contemporary Art in Japan.

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## Lesson 11

Fashion in Japan 1

Workshop: Design a costume.

Study about Today's Japanese Fashion.

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## Lesson 12

Fashion in Japan 3

Workshop: Design a costume.

Study about Today's Japanese Fashion.

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## Lesson 13

"Student Art Exhibition" 1

Curation an Art Show by students.

Presentation of students' art works and Wrap-up. Presentation. Discussion. Critique.

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## Lesson 14

"Student Art Exhibition" 2

Curation an Art Show by students.

Presentation of students' art works and Wrap-up. Presentation. Discussion. Critique.

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## Other

Coursework and Assignments/Makeup Class/Visit to Facilities/Fieldwork

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## Method of Evaluation

Attendance & Class Participation

Writing Assignments

Other : art projects, presentations

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## Textbooks

There will be no textbook for this class.

Reading assignments will be given as handouts.

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## Reference Books

Recommended readings will be provided by the lecture.

## Lecturer's Comments to Students

The syllabus is subject to change at the discretion of the instructor; changes will be announced in class.  
Museum admission fees or materials fees may be required.

Keio University Syllabus and Timetable

JAPANESE SUPPLY CHAIN MANAGEMENT

Lecturer(s)	KHOJASTEH, YACOB
Credit(s)	2
Academic Year/Semester	2024 Spring (1st Half)
Day/Period	Thu.3,4
Campus	Mita
Classroom	512
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	08472
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00243-212-07

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course covers supply chain strategy and concepts by focusing on some Japanese cases, and provides the students with a solid understanding of the tools and techniques necessary to solve supply chain problems. Key drivers of supply chain performance such as forecasting demand, logistics and transportation, decision-making tools, information, and sourcing will be covered. It helps students develop the ability to evaluate supply chain performance and to formulate required strategies.

Active Learning Methods [Description](#)

Presentations  
Group work

Preparatory Study

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

Course Plan

Lesson 1

Introduction to supply chain management

Lesson 2

Decision making tools in SCM

Lesson 3

**Lesson 4**

Forecasting demand in SCM I

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**Lesson 5**

Forecasting demand in SCM II

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**Lesson 6**

Linear programming (LP) and its application in logistics

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**Lesson 7**

Computer software for LP and logistics

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**Lesson 8**

Logistics and transportation models

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**Lesson 9**

Computer software for transportation models

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**Lesson 10**

SCM analytics

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**Lesson 11**

Group presentations

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**Lesson 12**

Group presentations

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**Lesson 13**

Course wrap-up and review

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**Lesson 14**

Exam

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**Other**

Office hours

Method of Evaluation

- Class attendance (10%)
- Homework assignments (10%)
- Exam (60%)
- Case assignment/presentations (20%)

## Textbooks

Lecture handouts will be provided as the course proceeds.

## Reference Books

Heizer J., Render B. and Munson, C. (2017) *Operations Management: Sustainability and Supply Chain Management*, 12th edition, Pearson International Edition

Khojasteh, Y. ed. (2018) *Supply Chain Risk Management: Advanced Tools, Models, and Developments*, Springer

Khojasteh, Y., Xu, H. and Zolfaghari, S. eds. (2022) *Supply Chain Risk Mitigation: Strategies, Methods and Applications*, Springer

Keio University Syllabus and Timetable

JAPANESE PRODUCTION MANAGEMENT SYSTEMS

Lecturer(s)	KHOJASTEH, YACOB
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Thu.3,4
Campus	Mita
Classroom	512
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	08487
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00243-212-18

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course provides an introduction to production management and presents tools and techniques mostly used by Japanese companies to manage and control their production systems. It provides the students with the necessary concepts, tools, and methods to understand production management systems and the logic behind the various planning, scheduling, control, and decision techniques. Essential Japanese production management concepts such as Toyota’s production systems, just-in-time, Kanban, and Kaizen will be covered. It also covers traditional and modern Japanese production systems and those control systems being practiced at Toyota.

Active Learning Methods [Description](#)

Not applicable

Preparatory Study

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

Course Plan

Lesson 1

Introduction, Toyota production system

Lesson 2

Toyota’s Just-in-Time (JIT) systems

Lesson 3

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**Lesson 4**

Productivity improvement in production systems

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**Lesson 5**

Inventory management I

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**Lesson 6**

Inventory management II

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**Lesson 7**

Aggregate planning and scheduling I

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**Lesson 8**

Aggregate planning and scheduling II

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**Lesson 9**

Material requirements planning (MRP)

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**Lesson 10**

Enterprise resource planning (ERP)

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**Lesson 11**

Planning and scheduling in production systems

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**Lesson 12**

Short-term scheduling in production systems

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**Lesson 13**

Course wrap-up and review

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**Lesson 14**

Exam

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**Other**

Office hours

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**Method of Evaluation**

Attendance: (15%)

Exam: (85%)

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**Textbooks**

Lecture handouts will be provided as the course proceeds.

## Reference Books

- Monden, Y. (2012) *Toyota production system: an integrated approach to just-in-time*, 4rd edition, Engineering & Management Press
- Khojasteh, Y. (2016) *Production Control Systems, A Guide to Enhance Performance of Pull Systems*, Springer
- Khojasteh, Y. (2018) *Production Management: Advanced Models, Tools, and Applications for Pull Systems*, CRC Press

Keio University Syllabus and Timetable

PHILOSOPHICAL TOPICS ON THE IDEAL IMAGES OF HUMAN BEINGS; CONVERSATIONS BETWEEN JAPANESE AND THE WESTERN CULTURE

Subtitle	Philosophical Topics on the Images of Ideal Human Beings in Various Cultures.
Lecturer(s)	HAYASHI, AKINORI
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Wed.3
Campus	Mita
Classroom	132
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	79212
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

Secondly, unlike a conventional philosophical course, I shall use not only classical philosophy texts, but also various kinds of materials for the objects of investigations including Descartes’s and Kant’s philosophy texts, Muneyoshi Yanagi’s writings on the works of Japanese folk art (Mingei), and Kenji Miyazawa’s poem. Although I attempt to use various kinds of materials, the nature of investigations is thoroughly philosophical; this course is not for art criticism, or comparative literature.

Roughly, topics in this course will be divided into the following four parts.

1. Rationality and Intellect as an Ideal Capacity for Human Beings.
2. Anti-intellectualism and its Problems.
3. Beauty and the Image of Ideal Human Beings.

The important part of this course, furthermore, is to learn how to discuss with each other in English both for native and non-native speakers. Yet this course is not a language course; what you expected to learn is to formulate your own opinions in English with an articulated manner in an international opportunity. Thus active participation to the discussion is required to take this course.

Discussions, Debates

## Preparatory Study

Course requirements

- 1, Attend the class regularly and actively.
- 2, Reading assignments.
- 3, Participate in discussion actively.
- 4, Two short term papers (about 2 pages). You MUST turn in two papers to get a grade.
- 5, Enjoy philosophical discussion!

## Course Plan

### Lesson 1

Week 1, Introduction and guidance: what is the ideality? Why does it matter in philosophy?

### Lesson 2

Week 2, Descartes 1: Reading assignment, Discourse on the Method part 1.

### Lesson 3

Week 3, Descartes 2: Reading assignment, Discourse part2

### Lesson 4

Week 4, Kant 1: Reading assignment, What is enlightenment?

### Lesson 5

Week 5, Kant 2: Reading assignment, What is enlightenment?

### Lesson 6

Week 6, Modernity vs. Kenji Miyazawa's poem

### Lesson 7

Week 7, Introduction to folkcraft art and the thought of Yanagi: Reading assignment, Towards a standard of beauty

### Lesson 8

Week 8, Yanagi 1: Reading assignment, Seeing and Knowing

### Lesson 9

Week 9, Yanagi 2: Reading assignment, Seeing and knowing

### Lesson 10

Week 10, Yanagi 3: Reading assignment, The Beauty of Irregularity

### Lesson 11

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

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## Lesson 12

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

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## Lesson 13

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

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## Lesson 14

Week 14, Summary and final discussion.

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## Other

Week 15, Supplement

### Method of Evaluation

Evaluation

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

### Textbooks

Texts

Copies of texts will be distributed in the class. You don't have to buy any text book for this course.

### Reference Books

TBA

### Lecturer's Comments to Students

Caution

Please keep social manners in the class, especially mobile phone!

### Question/Comments

Office hour and Contact info

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

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

Keio University Syllabus and Timetable

MODERN HISTORY OF DIPLOMATIC AND CULTURAL RELATIONS BETWEEN JAPAN AND THE WORLD

Subtitle	Modern History of Diplomatic and Cultural Relations between Japan and the World
Lecturer(s)	OHTA, AKIKO
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Mon.4
Campus	Mita
Classroom	447
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	53482
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03
	<a href="#">▼ Detail</a>

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The course aims to provide an introductory and comprehensive view of the history of diplomatic and cultural relations between Japan and the World in the nineteenth century and the beginning of the twentieth century. A basic knowledge of Japanese history is desirable, but no previous knowledge of this particular subject will be assumed. A small amount of reading will be expected each week.

The first two classes in April will be Online (On-demand). Classes from April 22nd onwards will be face-to-face. In face-to-face classes, students are expected to attend the class, to participate in discussions, to submit short assignments from time to time. They are also expected to submit a a semester-end paper (on a research topic of their own choosing) by the end of the semester. The paper should be about 2,500 (~ 3,000) words, and the number of words excludes notes and bibliography. The paper should be written in a formal style, with reference notes and a list of bibliography.

Although optional, students are also encouraged to make a brief presentation during the semester. (Further details will be announced in class.)

The course plan below is a guideline, and the details are subject to change depending on the circumstances. The number of On-Demand classes and Zoom classes are also subject to change, depending on the circumstances. The students are expected to check the announcements, and follow the instructions.

Active Learning Methods [Description](#)

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

## Preparatory Study

- Pre-lecture: students are expected to read through the materials and references distributed in class in advance.
- Post-lecture: students are expected to read related literature to deepen their knowledge of the lecture contents.
- Revision: review the lecture notes, check the areas of insufficient understanding and do further reading.

## Course Plan

### Lesson 1

Introduction [On-demand]

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### Lesson 2

Japan and the World before the Opening of Japan  
Please check the Online announcement. [On-demand]

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### Lesson 3

The Opening of Japan and the international society in the mid-nineteenth century [face-to-face]

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### Lesson 4

The First Treaty with the West: Lecture [face-to-face]

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### Lesson 5

The Analysis of the First Treaty with the West (the US-Japan Treaty of Peace and Amity): Presentation and Discussion [face-to-face]

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### Lesson 6

Subsequent treaties with the West: Lecture

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### Lesson 7

Japanese visits abroad and their influence on Japan in the 1860s / The changing attitudes (domestic & diplomatic) of Japan in the Bakumatsu and early Meiji Era

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### Lesson 8

The Iwakura Mission (1): Lecture

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### Lesson 9

The Iwakura Mission (2): Presentation & Discussion

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### Lesson 10

Japan and the World <1870s ~ 1900> (1): Lecture

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### Lesson 11

Japan and the World <1870s ~ 1900> (2): Analysis of Fukuzawa Yukichi "On De-Asianization (Datsua-Ron)".  
Presentation & Discussion

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### Lesson 12

Japan and the World <1870s ~ 1900> (3): Presentation & Discussion

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## Lesson 13

Round-up, including Japan and the World <1900 ~ 1930s>: Lecture, Presentation & Discussion

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## Lesson 14

Submission of the Semester-end paper.

In-class essay. Course Summary and Review.

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## Other

Review and summing up / Make-up class /Additional Instruction.

The course plan is a guideline, and the details are subject to change depending on the circumstances.

## Method of Evaluation

1. Short assignments during the course. (Details to be announced during class.)
2. Attendance & Class Participation: Attendance and participation in discussion are both essential. Making a mini-presentation is strongly desirable.
3. Semester-end paper on a research topic chosen by the students: to be submitted by the end of the semester. The paper should be about 2,500 (~ 3,000) words, and the number of words excludes notes and bibliography. The paper should be written in a formal style, with reference notes and a list of bibliography. (Further details to be announced during class.)
4. In-class essay on July 15th.

## Textbooks

Printed materials will be distributed.

## Reference Books

A book list will be provided in class online.

## Lecturer's Comments to Students

1. Please note that the first two classes in April will be Online (On-demand). There will be no live streaming, and all the necessary information will be provided Online. Classes from April 22nd onwards will be face-to-face.
2. The maximum number of students in this course is expected to be 35.
- 3, The contents will be a combination of lecture, individual assignments (short essays or quizzes during the semester and a final paper), and discussion. Students are expected to take an active part in the discussion. Making a mini-presentation is strongly desirable. Do not come to class unprepared.

## Question/Comments

After class, and also via Canvas mails.

Keio University Syllabus and Timetable

JAPANESE TRADITIONAL ART OF HUMOR

Subtitle	Ukiyoe, Gesaku, and Short Novels
Lecturer(s)	KATSUMATA, MOTOI
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Mon.2
Campus	Mita
Classroom	462
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19586
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-90123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Japanese society has loved humor and generated various humorous arts. Looking back in history, we can see the origins during the Edo period as the business of printing was becoming more established and images and words resonated throughout society.

In this course, we will examine the traditional arts of humor between the 17th and 19th centuries in English translation. Selections have been chosen in terms of connection between images and words. These include pictures, *gesaku* (戯作, popular fiction written in the mid-18th century), and short novels.

The focus of each class meeting will be on close reading and discussion. Students are therefore expected to write brief response essays (approximately 150 words) before each class, starting with our 3rd meeting and continuing through to the 14th meeting. This should include a personal reactions and potential discussion topics.

As a final project, each student will be required to submit a final paper. The writing assignments will be evaluated for their coherence, critical argumentation, persuasiveness, and thoroughness of engagement with the material. Success in this course is based on the expectation that students will spend a minimum of 2 hours of study time per week in preparation for class (readings, papers, discussions, preparation for exams, etc.).The class will be held all in English.

Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

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

Course Plan

Lesson 1

**Lesson 2**

Pictures 1: Manga  
Hagio Moto “The Willow Tree (*Yanagi no Ki*, 柳の木)”

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**Lesson 3**

Pictures 2: Ukiyo-e  
Utagawa Kuniyoshi(歌川国芳)’s works

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**Lesson 4**

Gesaku 1: Monsters  
"The Monster Takes a Bride"

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**Lesson 5**

Gesaku 2: Playboy(1)  
“Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)”

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**Lesson 6**

Gesaku 3: Playboy(2)  
“Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)”

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**Lesson 7**

Gesaku 4: Playboy(3)  
“Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)”

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**Lesson 8**

Gesaku 5: Describing the game of love  
“Forty-Eight echniques for Success with Courtesans (*Keisei-Kai Shijūhatte*, 傾城買四十八手)”

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**Lesson 9**

Short novel 1: Describing human nature  
“They Thought Him No Different from Grubs (*Hito Niwa Bofuri Mushi Dozen Ni Omoware*, 人には棒振虫同然に思はれ)”

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**Lesson 10**

Short novel 2: Money(1)  
"The Foremost Lodger in the Land" from “The Japanese family Storehouse (*Nihon Eitai Gura*, 日本永代蔵)”

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**Lesson 11**

Short novel 3: Money(2)  
‘Mr. Heitarō’ from “Worldly Mental Culculations (*Seken Munezan’yō*, 世間胸算用)”

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**Lesson 12**

Short novel 4: Male-male sexuality in samurai society  
Preface and ‘Through Bearing an Umbrella, He was Rained Upon’ from “The Great Mirror of Male Love (*Nanshoku Ōkagami*, 男色大鑑)”

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**Lesson 13**

Short novel 5: Male-male sexuality in kabuki society

‘He Pleaded for His Life at Mitsudera Hachiman’ from “The Great Mirror of Male Love (*Nanshoku Ōkagami*, 男色大鑑)”

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## Lesson 14

Short novel 6: Filial Piety

‘I am a Priest at End of my Road’ from “Twenty Local Paragons of Unfilial Piety (*Honchō Niju Fukō*, 本朝二十不孝)”

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## Other

Office hour

## Method of Evaluation

Attendance 10 %

Class participation 50%

Web posts 15%

Final paper 25%

## Textbooks

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

## Reference Books

Ihara Saikaku, *The Great Mirror of Male Love*, tr. Paul Gordon Schalow (California: Stanford University Press, 1990).

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

Keio University Syllabus and Timetable

OTAKU CULTURE IN JAPAN AND ITS  
TRANSNATIONAL RELATION

Lecturer(s)	SUGIURA, KAZUNORI
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Mon.4,5
Campus	Mita
Classroom	421
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	84002
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-86

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

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

Active Learning Methods [Description](#)

Fieldwork

## Preparatory Study

none

## Course Plan

### Lesson 1

**“Japanese Otaku Culture Surrounded and Distributed in Akihabara”** There are always relations between the Japanese “Otaku Culture” and its distributed location. “Akihabara” is one of the areas in Japan making an excessive influence on “Otaku Culture”. The first three weeks of this course will start out with introduction, and understanding a place called “Akihabara” in Tokyo: a presentation layer of Japanese “Otaku Culture”. We will also learn the “Shift”, “Change” and “Transformation” in Akihabara to analyze based on social cultural perspective. We will also share virtual tour to “Akihabara” with videos. During this virtual tour, we will check the co-existence of “Media Contents (Software)”, “Hardware” and “Service” in Akihabara, influencing and re-inventing each other creating endless cycle of evolution.

### Lesson 2

#### **"Akihabara Tour"**

We will be creating a group. The entire group will be going to Akihabara as a walking tour with some of the themes discussed on first class. During the tour, we will check the co-existence of “Media Contents (Software)”, “Hardware” and “Service” influencing and re-inventing each other creating endless cycle of evolution inside “Akihabara” We will also keep in mind its changes in evolution while we do our next tour in the latter half of this course in spare time. Please note it is not mandatory to join this Akihabara tour if you are already a frequent Akihabara tourist.

### Lesson 3

#### **"Summary of Akihabara Culture"**

We will summarize the characteristics of Akihabara based on the tour last week, Understanding how Akihabara has been a place suitable for Otaku.

### Lesson 4

#### **"Video Game Console and Gaming Industries Part 1"**

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

### Lesson 5

#### **"Video Game Console and Gaming Industries Part 2"**

Understanding Cosumer Gaming Consoles.

### Lesson 6

#### **"Gaming and Network"**

Networks, connecting computers on both ends, actually connected a peoples’ interaction that are using them. This session will introduce the figurative implementation based upon Japanese “Omotenashi” pursue and technology used in the network games.

### Lesson 7

#### **"Doujin and Comike Part 1"**

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

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

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## Lesson 8

### "Otaku Event Management"

Otaku is somewhat socialized people. we will discuss about how otaku events are being handled and managed.

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## Lesson 9

### "Cosplay and Event"

"Role-playing" to become Anime and Comic character is once given birth by the "board game" ages. Japanese Otaku cultures have evolved such “role-playing” to one of MR (Mixed Reality) transparent expression. We will understand the expression techniques, technologies of “Cosplay”, and also seek into rational desires contained in its expressions. Anime and Comike cultures have given new expression to creativity.

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## Lesson 10

### "Kigurumi"

Kigurumi is a new expression scheme to become a character of contents. In this session, we seek how otaku kigurumi enthusiasts experience the kigurumi culture.

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## Lesson 11

### "Creative Expression (Ita-sha and ETC)"

Majority of Otaku creations are disclosed and presented to public as a work of art and as a cultural expression. We will seek the evolution principle of Otaku culture based on handicap principle expressed by Amotz Zahavi. We focus on Designs of “痛車(Ita-sha or Ouch Cars), decorating stickers or directly painting an Anime characters to body of the car. What are the psychological backgrounds and motivations to create such art? What are the creative technologies used for creation? How can we apply these powers to new innovations?

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## Lesson 12

### "Idol and Passionate/Braves:漢(おとこ), Instinct, sense, and desire Part 1"

Otaku(Wotaku) motivated from Idols are also called as Passionate /Braves: “漢(おとこ)”. Within these practices of ever-changing popularity against the collection of idols, we will seek into its management and stealth marketing strategy to keep these Wotaku in a position to support Idol (Ideal) world. With a specific example, we will also discuss the limitation in the Idol market based on its capitalism society of passionate Wotaku organizational cohesion community equipped with its social Darwinism.

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## Lesson 13

### "Moe, Simulacra, Desire, and Motivation"

What is “Moe(萌え)”? With specific example of creation from pop cultures, we will seek for the hints of its origins and essence. Why is there a culture that created a character called “Otokonoko(男の娘)”: a Boy in cute girls’ outfit? With a mixture of the pop culture and the Real world that we live in, we will evaluate a form of “Moe” based upon some of the perspective such as a life given from creation of “Lolicon: Lolita Complex”, and “Shota” or the personification of inorganic forms(擬人化).

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## Lesson 14

### "Future of Otaku"

Contents created by so called “Cool Japan” does not originate from Japan, but from all over the world. We will see how the origins of Japanese pop culture have re-innovated and developed outside of Japan and now re-influencing the Japanese pop culture.

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## Other

### Wrap ups.

With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities.

## Method of Evaluation

Evaluation Scheme will be as follows:

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

## Textbooks

Text books and materials will be announced during the lectures.

## Reference Books

Text books and materials will be announced during the lectures.

## Lecturer's Comments to Students

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

## Question/Comments

TARGET SCOPE:

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

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

Assuming Target:

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

Keio University Syllabus and Timetable

THE SUPREME COURT OF JAPAN: STRUCTURE, FUNCTION, CASE LAW

Subtitle	The Supreme Court of Japan: Structure, Function, Case Law
Lecturer(s)	ORTOLANI, ANDREA
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	443
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	80887
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will focus on the Supreme Court of Japan.  
The first lessons will present the origin, the structure and the functions of the Supreme Court.  
The second part of the course will present the role it plays in the Japanese legal system, and will provide an overview of the most important cases it decided.  
Depending on the circumstances and availability, one lesson might consist in a field trip to the Supreme Court of Japan.

Active Learning Methods ⓘ [Description](#)

Not applicable

Preparatory Study

Students should have a basic knowledge of Japanese history and society after 1868, in particular of Japan's events in the 20th century. A background in law is not required, but students who are unfamiliar with basic concepts of constitutional and procedural law will have to fill in the gaps.

Course Plan

Lesson 1

Introduction to the course.  
Judicial review in Japan.

Lesson 2

Provisions on the courts and on the Supreme Court.

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### **Lesson 3**

Provisions on the courts and on the Supreme Court.

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### **Lesson 4**

The judges of the Supreme Court; administrative staff.

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### **Lesson 5**

The judges of the Supreme Court; administrative staff.

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### **Lesson 6**

Administrative functions and judicial independence.

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### **Lesson 7**

Administrative functions and judicial independence.

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### **Lesson 8**

The role of precedents at the Supreme Court. Case law on art. 9.

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### **Lesson 9**

The role of precedents at the Supreme Court. Case law on art. 9.

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### **Lesson 10**

Case law on State and religion.

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### **Lesson 11**

Case law on State and religion.

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### **Lesson 12**

Case law on human and civil rights.

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### **Lesson 13**

Case law on human and civil rights.

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### **Lesson 14**

Depending on availability, visit to the Supreme Court and/or to the Ministry of Justice.

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### **Other**

Session for Q&A, discussion.

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## **Method of Evaluation**

Attendance and participation (50%), mini-exams (take-home exams, 50%).  
Details about the evaluation standards will be given in lesson 1.

## Textbooks

There is no mandatory textbook.  
All reading materials will be provided by the instructor.

## Reference Books

Shigenori Matsui, *The Constitution of Japan: A Contextual Analysis*, Hart Publishing, 2011.  
Hiroshi Itoh, *The Supreme Court and benign elite democracy in Japan*, Ashgate Publishing, 2010.  
"Decision Making on the Japanese Supreme Court", 88 Wash. U. L. Rev. 1365-1780 (2011) (Symposium issue of the Washington University Law Review)

## Lecturer's Comments to Students

All classes and all readings will be in English. Some optional readings may be in other languages.  
A background in law is not a condition for attending the classes, but participants should have a basic knowledge of modern Japanese constitutional history (please refer to the suggested books).  
Feedback on the assignments will be provided during office hours or via email.  
Workload for the course will consist in reading about 30 pages per week and in 1 or 2 mini-exams (take-home exams).

## Question/Comments

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

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2024 Spring (1st Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74942
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The purpose of this course is to introduce the students to contemporary Sino-Japanese relations and enhance their understanding of the dynamics between the two countries over the decades. The course first presents the general broader view of the bilateral relations and its structure in historical perspective, and then examines more thoroughly the key issues in China-Japan relations. The course wraps up with a view at China-Japan relations in the regional perspective.

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

Active Learning Methods [Description](#)

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

Preparatory Study

It is estimated that around 2.5 hours preparation is required for each single session (reading assignments and review of earlier class PPT).

Note that some readings in the syllabus are optional or you only need to choose a chapter among the few. Reading assignments are subject to an update prior to the course. The latest information will be available on Canvas-LMS course page.

### Lesson 1

Course contents and requirements.

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

Below is the list of recommended readings (not mandatory):

1. "Rivalry in Korea and the Sino-Japanese War, 1882–1895." In Vogel, 2019. Ch. 4, pp. 100-131, <https://doi.org/10.2307/j.ctv24w63rq.7>
2. "Japanese Lessons for a Modernizing China, 1895–1937," with Paula S. Harrell. In Vogel, 2019. Ch. 5, pp. 132-174. <https://doi.org/10.2307/j.ctv24w63rq.8>
3. "The Colonization of Taiwan and Manchuria, 1895–1945." In Vogel, 2019. Ch. 6, pp. 175-202, pp. 175-202. <https://doi.org/10.2307/j.ctv24w63rq.9>
4. "Political Disorder and the Road to War, 1911–1937," with Richard Dyck. In Vogel, 2019. Ch. 7, pp. 203-247. <https://doi.org/10.2307/j.ctv24w63rq.10>
5. "The Collapse of the Japanese Empire and the Cold War, 1945–1972." In Vogel, 2019. Ch. 9, pp. 286-326. <https://doi.org/10.2307/j.ctv24w63rq.12>

### Lesson 2

Sino-Japanese relations in the 20th century. Normalisation of relations in 1972.

Reading:

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

Recommended reading:

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

### Lesson 3

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

1. Burcu, Oana. The Chinese Government's Management of Anti-Japan Nationalism during Hu-Wen Era. International Relations of the Asia-Pacific 22 (2), 2022. pp. 237–266. <https://doi.org/10.1093/irap/lcab002>

### Lesson 4

Japan post WW2. Japanese domestic politics and Japan's China policy.

Readings:

1. "Diplomacy and Domestic Interests." In Sheila A. Smith. Intimate Rivals: Japanese Domestic Politics and a Rising China, (Council on Foreign Relations Book). Columbia University Press, 2016. Ch. 2, pp. 17-56.

### Lesson 5

The structure of China-Japan relations. Bilateral relations under different administrations.

Readings (make sure to read at least one chapter upon your choice):

1. "Working Together." In Vogel, 2019. Ch. 10, pp. 327-355.
2. "The Deterioration of Sino-Japanese Relations, 1992-2018." In Vogel, 2019. Ch. 11, pp.356-404.

### Lesson 6

Economic relations and economic security. Japanese ODA to China.

Readings:

1. TBC.
2. Sekiyama T. Japan's Policy toward China under Strong Anti-Chinese Sentiment: A Case of Terminating Yen

## Lesson 7

History and memory in bilateral relations.

Readings:

1. Hai Guo (2022) Sorry seems to be the hardest word: the 1972 system, the reparation issue, and the history problem in Sino-Japanese relations, Critical Asian Studies, 54:1, 22-46, DOI: 10.1080/14672715.2021.2010108

Optional readings:

1. Ryuji, Hattori. Understanding History in Asia: What Diplomatic Documents Reveal." Japan Publishing Industry Foundation for Culture, 2019.

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## Lesson 8

Yasukuni Shrine and its role in bilateral relations.

Readings:

1. "Japan's Imperial Veterans." In Smith, 2016. Ch. 3, pp. 57-100.

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## Lesson 9

Territorial disputes in the East China Sea: Senkaku/Diaoyu Islands, maritime boundary delimitation.

Readings:

1. "A Shared Maritime Boundary." In Smith, 2016. Ch. 4, pp.101-245.
2. "Island Defense." In Smith, 2016. Ch. 6, pp.188-236.

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## Lesson 10

Debate simulation (territorial disputes).

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

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

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

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## Lesson 11

One-China policy.

(no reading)

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## Lesson 12

Japan's relations with Taiwan.

Readings:

1. Mike Mochizuki (2022) Tokyo's Taiwan Conundrum: What Can Japan Do to Prevent War?, The Washington Quarterly, 45:3, 81-107, DOI: 10.1080/0163660X.2022.2127881
2. Xin, Zhai. "Securing Taiwan: Separating the Two Sides of the Taiwan Strait in Japan's China Policy" Asian Studies Review. 2022. 46(1): 93-109.

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## Lesson 13

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

Readings:

Readings:

1. Insisa, Aurelio & Giulio Pugliese (2022) The Free and Open Indo-Pacific versus the Belt and Road: Spheres of Influence and Sino-Japanese Relations, *The Pacific Review*, 35:3, 557-585, DOI: 10.1080/09512748.2020.1862899

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## Lesson 14

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

Readings:

1. Ken, Jimbo. "The Rise of China and Japan's Foreign Policy Reorientation." In Mingjiang Li and Kalyan M. Kemburi. *China's Power and Asian Security*. Routledge, 2015. Ch. 13, pp.249-264.
2. A reading on Japan's latest security strategy revision TBC.

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## Other

Make-up class; final submission of reflections on selected-topic readings

### Method of Evaluation

1. Preparation for and participation in the debate simulation - 30%
2. Reflection on the readings and weekly topics- 2x20% (twice, student-selected topic).
3. Participation in class discussion (based on the readings) - 30% (cumulative evaluation from each session)

### Textbooks

- \* Smith, Sheila A. *Intimate Rivals: Japanese Domestic Politics and a Rising China* (Council on Foreign Relations Book). Columbia University Press, 2016.
- \* Vogel, Ezra F. *China and Japan: Facing History*. Harvard University Press, 2019.

### Reference Books

- \* Dreyer, June Teufel. *Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations, Past and Present*. Oxford University Press, 2016.
- \* Kokubun, Ryosei, Yoshihide Soeya, Akio Takahara, Shin Kawashima. *Japan–China Relations in the Modern Era*. Routledge, 2017.
- \* Wan, Ming. *Understanding Japan–China Relations: Theories and Issues*. World Scientific, 2015.  
<https://doi.org/10.1142/9629>.

### Lecturer's Comments to Students

The course is introductory-level and thus no prior preparation for the course is required.

The classes will be conducted as interactive lectures, where moderated students' discussion is highly encouraged. Thus, students are expected to come having completed the reading assignments.

Keio University Syllabus and Timetable

ENCOUNTERS WITH THE OTHER IN MODERN JAPANESE SHORT FICTION

Subtitle	Encounters with the Other in Twentieth Century Japanese Short Fiction
Lecturer(s)	RAESIDE, JAMES M.
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Thu.5
Campus	Mita
Classroom	143-A
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	61157
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO- -212-02

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The aim of this course is to examine Japanese short fiction in the modern period by focussing on those texts containing encounters between representatives of Japan and what lies beyond its shores. These encounters are not confined to meetings between individuals but also include a “meeting of minds” when the protagonist or the text itself can be seen to have engaged with ideas or texts from beyond Japan.

All texts will be discussed on the basis of their English translations, and the language of discussion will be English. However, the original Japanese texts will also be made available for those able to make use of both. Native speakers of Japanese are particularly encouraged to use their knowledge of the original language to add to the discussion. In any case, it is imperative to the functioning of the class that all participants make time to read the stories beforehand and be prepared to talk about them in detail. Only those who have made this effort will be able to participate usefully in the discussion.

Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

Read any works of modern literature that interest you, particularly short stories.

Course Plan

Lesson 1

Introductory

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## Lesson 2

Natsume Soseki “The Tower of London”

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## Lesson 3

Mori Ogai “The Dancing Girl”

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## Lesson 4

Akutagawa Ryunosuke “The Faint Smiles of the Gods”

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## Lesson 5

Nagai Kafu American Stories

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## Lesson 6

Tanizaki Junichiro “Aguri”

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## Lesson 7

Hayashi Fumiko "Borneo Diamond"

---

## Lesson 8

Oe Kenzaburo “Prize Stock”/“The Catch”

---

## Lesson 9

Kojima Nobuo “The American School”

---

## Lesson 10

Endo Shusaku “A Summer in Rouen”

---

## Lesson 11

Mishima Yukio “Thermos Bottles”

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## Lesson 12

Nosaka Akiyuki “American Hijiki”/ “American Alga”

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## Lesson 13

Kurahashi Yumiko “To Die at the Estuary

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## Lesson 14

Murakami Haruki “Tony Takitani”

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## Other

Reading each story carefully in preparation for the class discussion

## Method of Evaluation

Class Participation: I shall be keeping note of how often you attend and how often you make contributions to the class discussion (50%)

Plus Either

A Final Report (3,000—4000 words) (50%)

- This should conform to normal academic standards, including a list of works cited and consulted and showing evidence of independent research.

Or B Three short papers (1,000-1200 words each). (50%)

- Those who choose option B must submit one of the papers by the middle of the semester (final deadline to be announced during class).

- Failure to submit the first paper by the mid-semester deadline will mean automatic reversion to option A.

Feedback will be provided via email or via the university's Canvas system.

## Textbooks

Pdf files of the relevant texts will be made available via the Keio University website to those registered for the course.

## Reference Books

Gessel Van C. Matsumoto Tomone eds., The Showa Anthology: Modern Japanese Short Stories, Kodansha International: Tokyo and New York, 1989

Goossen, Theodore W. ed. The Oxford Book of Japanese Short Stories. O.U.P: Oxford, New York, 2010[1997].

Hibbett, Howard ed. Contemporary Japanese Literature: An anthology of Fiction, Film and Other Writing Since 1945, Cheng and Tsui: Boston 2005[1997].

Morris Ivan, ed. Modern Japanese Short Stories; An Anthology. Rutland Vermont: Tuttle, Tokyo, 1962.

Rimer Thomas J, Gessel Van C.eds The Columbia Anthology of Modern Japanese Literature: From 1945 to the Present (Modern Asian Literature Series) Columbia University Press: 2007.

## Lecturer's Comments to Students

Please take to heart the final comments in the course description concerning the need to read texts in advance.

Half the assessment is based on class participation, therefore failure to contribute to class discussion on a regular basis will critically endanger your grade. As noted above, you will not be able to take part usefully in the discussion if you do not read the texts.

## Question/Comments

jareside@keio.jp

Keio University Syllabus and Timetable

EDUCATION IN ASIA-PACIFIC SOCIETIES

Subtitle	Education in Asia Pacific Societies
Lecturer(s)	HAMMOND, CHRISTOPHER
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Thu.4
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	00400
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00223-212-09

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will introduce learners to various socio-cultural issues and debates impacting schools, universities and education systems in Asia Pacific societies.

Taking a case study perspective, we will examine a range of issues facing Asia Pacific societies. These are subject to change but will likely include:

- Debate and discussion of the cultural and philosophical ideas that have shaped education in East Asia.
- Exploration of debates about the purposes of formal schooling, and the role of shadow education (cram schools/private tutoring) in various Asia Pacific contexts.
- Consideration of how education is used as a political tool to shape national identities through moral, civic, and history curricula.
- Exploration of the tensions between nationalism, internationalization of education and globalization in Asia Pacific contexts.
- Comparison of cultural approaches to early childhood education in Eastern and Western cultures.
- Looking at developments in higher education in the region, including participation rates, rising research outputs, regional collaboration, and the possibilities for study abroad to contribute to peace and stability among East Asian countries
- Consideration of issues of diversity and inclusion with regard to ethnic, gender and sexual minorities in Asia Pacific contexts

## Active Learning Methods [Description](#)

Discussions, Debates  
Group work  
Flipped classroom

## Preparatory Study

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

## Course Plan

### Lesson 1

Exploring Education and Society - Introduction to Sociology of Education

### Lesson 2

Education in Asia Pacific societies: a comparative overview

### Lesson 3

International comparisons of academic achievement and East Asia's 'success' on the OECDs PISA test

### Lesson 4

The role of shadow education - exploring social class, egalitarianism and inequality

### Lesson 5

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

### Lesson 6

Gender and sexual diversity in Asian higher education

### Lesson 7

Nationalism and education in the Asia Pacific

### Lesson 8

Comparing contemporary student activism in Japan and the 'West'

### Lesson 9

Language, Culture and Colonization in the Pacific

### Lesson 10

Education and technology in the Asia Pacific

### Lesson 11

Moral education in Japan

### Lesson 12

**Lesson 13**

Final report workshop

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**Lesson 14**

Final report presentations

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**Other**

Optional make-up class

**Method of Evaluation**

Attendance, Weekly assignments, Participation:	70%
Research-based reports:	30%

**Textbooks**

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

**Reference Books**

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

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

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

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

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

**Lecturer's Comments to Students**

Adequate preparation and active participation are expected for this course.

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

Keio University Syllabus and Timetable

COMPUTERS IN JAPANESE SOCIETY AND BEYOND

Lecturer(s)	SEABORN, KATIE
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Tue.3/Thu.3
Campus	Mita
Classroom	422
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	19495
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-90313-212-83

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Course Description

This course will introduce students to fundamental theory and practice on the social, political, legal, and ethical implications of computer technologies in Japan and abroad. Through in-class activities, group assignments, and reflection work, students will gain a basic understanding of essential concepts, modern and historical cases, and guidelines for best practice. Key concepts include AI bias, privacy in the social media era, personal data and digital behaviour tracking, vectors of misinformation, stereotypes in design, digital inclusion, and more. The main objective is to inform and encourage critical thinking in students who will be playing key roles in deciding, creating, marketing, governing, and disseminating computer technologies in Japan.

Learning Outcomes

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

1. Describe the key concepts in society relevant to computing in the modern era.
2. Explain the roles of social, political, legal, and ethical factors in contemporary computing research and technology innovation practice.
3. Critically reflect on these factors in their own thinking, orientations, and practice within the contexts of their education, daily lives, workplaces, and future aspirations for the development of new technologies.
4. Communicate these reflections to others as well as collaborate with others to evaluate and debate praxis and case studies.
5. Extend this knowledge and practice to future coursework and beyond.

Teaching Method

Typically, the first class each week will introduce a new topic, with interactive activities (e.g., hands-on demos, brainstorming, quick activities), individual reflection, and group discussion. Students will be given a homework assignment to be completed before the second class that week. That second class will start with a discussion of the homework and introduce the next topic for that week. Students will be expected to complete readings from the text and/or other sources before the next week of classes. Attendance is taken randomly in every class.

## Active Learning Methods [Description](#)

Presentations  
Discussions, Debates  
Group work

## Preparatory Study

n/a

## Course Plan

### Lesson 1

Foundational Topics: Key Factors & Critical Frameworks

- Explain key concepts at a high level.

### Lesson 2

Intellectual Property

- Explain what IP is and how it is managed, especially in the modern technosphere.

### Lesson 3

Free Speech & Individual Rights

- Justify personal rights with modern examples.

### Lesson 4

Privacy & Security

- Describe common challenges in cyberspace.

### Lesson 5

Cyber Governance & Political Power

- Understand how power can operate through technology.

### Lesson 6

Social Movements Online

- Understand how social movements use modern technologies.

### Lesson 7

Ethical AI & Algorithmic Bias

- Describe ideas behind ethical AI and give examples of algorithmic bias.

### Lesson 8

Digital Inclusion

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

### Lesson 9

Information Liberation & Misinformation

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

### Lesson 10

## Lesson 11

Cyberwarfare & Surveillance

- Explain how technology can be used to monitor citizens and attack nations.
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## Lesson 12

Education

- Describe how computers have transformed education, including hybrid models.
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## Lesson 13

Health & Medicine

- Describe how computers have transformed the medical world and health practice.
- 

## Lesson 14

Automation & Lifestyle

- Describe how computers have changed our lives, especially through automation.
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## Other

Presentations

- Groups present and discuss their project with their classmates

## Method of Evaluation

The main graded components are homework assignments (35%), a group project (51%), and attendance (14%). Deliverables are typically due at 23:59. Late assignments will be penalized by 25%.

## Textbooks

Baecker, Ronald M. (2019). Computers and Society: Modern Perspectives. Oxford University Press: Oxford, UK.

## Reference Books

Baase, Sara & Henry, Timothy M. (2017) A Gift of Fire: Social, Legal and Ethical Issues for Computing Technology (5th ed.). Pearson: Upper Saddle River, NJ.

## Lecturer's Comments to Students

Classes will be face-to-face on Mita campus. Office hours are by appointment on Zoom.

Keio University Syllabus and Timetable

INTRODUCTION TO JAPAN'S HISTORY AND CULTURE

Subtitle	From the Meiji Restoration to the end of World War II (1868-1945)
Lecturer(s)	NOBORI, AMIKO
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Thu.2
Campus	Mita
Classroom	413
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25459
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

1. Course description:  
This course examines the major developments in Japanese history and culture from the Meiji period to the end of World War II. The focus is on the main issues and transformations in Japanese society, politics, foreign relations, and culture. The broad questions that will be addressed during the course are: what are the major transformations in Japanese modern history? What factors explain change? How have Japanese society and culture changed? How has Japan interacted with the world? By the end of the course, students are expected to have achieved an understanding of the broad picture and key points of modern Japan’s historical development.
2. Assignments  
2-1.Weekly comments  
The reading materials for this course are available in the K-LMS system. You can find the reading materials in each class’ folder (for example, the reading materials for Week 2 are available in the “Week 2” folder). In preparation for class, students are expected to read all the reading materials assigned for that class and to write one short comment (max. 150 words) on one of the assigned reading materials. You can choose to write your comment on any of the reading materials assigned for that week. The comment must be uploaded in the “Weekly comments” field of each class’ folder by 11:00 am on Wednesday (the day before class). The comment must not be a summary of the reading material but must include the student's original opinion/ideas. For example, it can be a critical assessment of the author’s argument, or a reaction to some specific part/s of the material, or a comparison with the case of other countries. More information on how to write the comments will be provided during the first class.  
  
2-2. Debate  
Students will be divided into several groups for the debate to be held on Week 14. On Week 9, each group will be assigned time for selecting a topic related to Japan’s history and culture (1868-1945) to be discussed during the debate.
3. Term paper  
There is no final exam. Students are required to submit a term paper (1,500 words) on any of the topics related to Japanese history and culture in the period covered in the course. The paper should be sent to the lecturers by uploading it in the Canvas LMS system by January 28, 2025.

## Active Learning Methods [Description](#)

Discussions, Debates  
Group work

## Preparatory Study

Reading the assigned material and write a short comment.

## Course Plan

### Lesson 1

Orientation

### Lesson 2

Japan before the 19th century

### Lesson 3

Japan's opening to the world

### Lesson 4

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

### Lesson 5

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

### Lesson 6

Civilization and enlightenment

### Lesson 7

Thought of Fukuzawa Yukichi and its impact on modern Japan

### Lesson 8

The building of Japan's colonial empire

### Lesson 9

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

### Lesson 10

Women in modern Japan

### Lesson 11

The rise of militarism

### Lesson 12

World War II

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## Lesson 13

Defeat

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## Lesson 14

Debate

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## Other

Preparation for term paper

### Method of Evaluation

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

### Textbooks

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

### Reference Books

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

### Lecturer's Comments to Students

This course is aimed at those who are interested in the history and culture of Japan. A previous knowledge of Japanese history and culture is not required. The course will be conducted in English. Students with limited English ability are also welcome. Students are expected to participate in class discussions. More than two unexcused absences will lower a student's grade. The maximum number of students who can register for this course is 30. If more than 30 students register for this course, a selection will be made through an automatic drawing system.

Keio University Syllabus and Timetable

CULTURE AND EMOTION

Subtitle	Culture and Emotion
Lecturer(s)	SASAKI, YUMI
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Wed.3,4
Campus	Mita
Classroom	535
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	14656
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-10

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The aim of the course is to learn and discuss 1) basic concepts of communication/intercultural communication and 2) basic/universal emotions and different emotions between cultures. More specifically, we will discuss (a) how openly certain emotions tend to be expressed, (b) how often certain emotions tend to be controlled, and (c) how differently certain emotions tend to be perceived in particular cultures. We will also discuss how different emotions between cultures could be related to different perceptions of “self” and cognitive styles such as thought patterns.

Active Learning Methods [Description](#)

Presentations  
Discussions, Debates

Preparatory Study

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

Course Plan

Lesson 1

Class orientation. Self-introduction speech. What is culture? What is culture? Definitions of culture. Group discussion.

Lesson 2

What is interpersonal communication/intercultural communication? Why study intercultural communication? Group discussion on your culture background/cultural identity. Discuss and examine what elements seem to be most influential on your cultural background.

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### **Lesson 3**

Ch.3: Culture and Emotion (1) Cultural differences in concepts of emotion

Ch 3: Culture and Emotion (2) Aspects of culture that predict differences in emotion

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### **Lesson 4**

Ch.3: Culture and Emotion (3) Power distance: Vertical vs horizontal societies

Ch.3: Culture and Emotion (4) Integrating evolutionary and cultural approaches. Ekman's neuro-cultural theory of emotion.

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### **Lesson 5**

Ch.1: The Nature of Emotion (1) What is emotion?

Ch.1: The Nature of Emotion (2) Classic theories of emotion

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### **Lesson 6**

Ch.1: The Nature of Emotion (3) Modern theories of emotion

Ch.1: Theory review.

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### **Lesson 7**

"How emotions are made": Ch.4: The origin of feeling

"How emotions are made": Ch.4: The origin of feeling

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### **Lesson 8**

Mid-term presentation Day 1

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### **Lesson 9**

Mid-term presentation Day 2

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### **Lesson 10**

"How emotions are made": Ch.4: The origin of feeling Group discussion

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### **Lesson 11**

"How emotions are made?": Ch.7: Emotions as social reality 1

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### **Lesson 12**

"How emotions are made?": Ch.7: Emotions as social reality 2: Group discussion

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### **Lesson 13**

Ch.5: Emotional expression in the face, posture, and voice (1): Culture and emotional expression.1

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### **Lesson 14**

Ch.5: Emotional expression in the face, posture, and voice (2): Culture and emotional expression.2

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### **Other**

## Method of Evaluation

(1) attendance (5%) & active participation (5%)	10%
(2) assignment	15%
(3) textbook presentation	20%
(5) mid-term presentation	25%
(6)final paper (1st draft 10% + final version 20%, 1,500 words)	30%

## Textbooks

Shiota, N. M., & Kalat, W. J. (2018). Emotion. Oxford: Oxford University Press.

Barrett, L.F. (2017). How emotions are made. Pan Macmillan.

We will cover only a few chapters in each of the books above. The instructor will distribute other reading materials in class.

## Reference Books

Doi, T. (2014). Anatomy of dependence. Kodansha International.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253.

Suttie, J. (2015). Why Americans Struggle to be Happy? A new cross-cultural study finds that we should pursue stronger social ties, not happiness. The Greater Good Science Center at the University of California, Berkeley.

[https://greatergood.berkeley.edu/article/item/why\\_americans\\_struggle\\_to\\_be\\_happy](https://greatergood.berkeley.edu/article/item/why_americans_struggle_to_be_happy)

Safdar, S., Friedlmeier, W., Matsumoto, D., Yoo, S. H., Kwantes, C. T., Kakai, H., & Shigemasu, E. (2009). Variations of emotional display rules within and across cultures: A comparison between Canada, USA, and Japan. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 41(1), 1–10.

<https://doi.org/10.1037/a0014387>

## Lecturer's Comments to Students

Students are expected to read the textbooks beforehand to be ready for class/group discussions. That will probably take them an hour or so to prepare for the class.

Keio University Syllabus and Timetable

GENDER, CULTURE AND MODERNITY IN INTERWAR JAPAN

Subtitle	Gender, Culture, and Modernity in Interwar Japan
Lecturer(s)	NOTTER, DAVID M.
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Tue.5
Campus	Mita
Classroom	453
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	13373
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

While the history of Japan as a modern nation begins in the Meiji period, much of what we recognize as typical of 'modern life' in Japan as we know it begins in the Taisho period, or more generally in the 'interwar' period which extends into the early years of the Show era. In this class we will examine in detail several aspects of this new 'modern life' with particular attention given to the new social roles, new gender roles, new lifestyles, and new forms of culture that emerged among the new middle class. This course will be conducted as a lecture course. Students will be given regular open-notebook quizzes on the content of the lectures. In addition, there will be two writing assignments: a summary writing assignment, and an essay.

Active Learning Methods [Description](#)

Not applicable

Preparatory Study

A textbook will not be assigned. Nevertheless, the summary writing assignment as well as the final essay will require a significant amount of reading and preparation.

Course Plan

Lesson 1

Introduction to the course

Lesson 2

The emergence of the modern family among the new middle class

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### **Lesson 3**

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

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### **Lesson 4**

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

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### **Lesson 5**

New social roles for women, new occupations for women

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### **Lesson 6**

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

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### **Lesson 7**

The emergence of the 'salary-man'

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### **Lesson 8**

The emergence of the ideology of 'careerism' or 'risshin shusse'

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### **Lesson 9**

The emergence of the new media for women such as the influential 'Housewife's Friend'

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### **Lesson 10**

Debates among female intellectuals in the periodical 'Seito'

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### **Lesson 11**

The emergence of the modern housewife

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### **Lesson 12**

New notions of motherhood and child-rearing

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### **Lesson 13**

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

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### **Lesson 14**

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

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### **Other**

Other: writing assignment

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## **Method of Evaluation**

Evaluation will be based on regular quizzes on the content of the lectures, a summary writing assignment, and an essay



Keio University Syllabus and Timetable

DEEP CULTURE DIFFERENCE : UNDERSTANDING JAPAN THROUGH CROSS-CULTURAL COMPARISON

Subtitle	Understanding Japan through Cross-Cultural Comparison
Lecturer(s)	SHAULES, JOSEPH
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Tue.3,4
Campus	Mita
Classroom	512
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	45803
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-10

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods ⓘ [Description](#)

Presentations  
Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

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

Course Plan

Lesson 1

First class – The deep culture of Japan

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## **Lesson 2**

The "Oz Moment" and the "international brain".

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## **Lesson 3**

The autopilot - System one versus system two

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## **Lesson 4**

Configuration - The hidden impact of culture

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## **Lesson 5**

Systematic Intuitions - Learning to read cultural patterns

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## **Lesson 6**

Dilemma theory and deep cultural difference

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## **Lesson 7**

The cognition of in-group and out-group

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## **Lesson 8**

Deep Culture and Status

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## **Lesson 9**

Deep culture and our moral compass

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## **Lesson 10**

Deep culture and issues of control

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## **Lesson 11**

Deep culture and time

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## **Lesson 12**

Life spaces, privacy and identity

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## **Lesson 13**

Student presentations

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## **Lesson 14**

End of semester course review

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## **Other**

We will be using an online learning platform for interaction between students and engaging more deeply with the material.

## Method of Evaluation

1. Final exam (30%)
2. Final Presentation (30%)
3. Participation (attendance + HW assignments) (40%)

## Textbooks

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

## Reference Books

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

## Lecturer's Comments to Students

The class will be held in-person.

Keio University Syllabus and Timetable

JAPANESE COMPETITION POLICY

Subtitle	Introduction to competition law and policy in Japan
Lecturer(s)	YAMADA, HIROSHI
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Mon.5
Campus	Mita
Classroom	436
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25277
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05
	<div>▼ Detail</div>

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods  [Description](#)

Discussions, Debates  
Role-playing

Preparatory Study

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

Course Plan

Lesson 1

Significance of studying competition law [Introduction]

Lesson 2

History of competition policy in Japan

Lesson 3

Principles, structure and terminology of Anti-monopoly Act

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## Lesson 4

Unreasonable restraint of trade (1) [Statutory interpretation]

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## Lesson 5

Unreasonable restraint of trade (2) [Case study]

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## Lesson 6

Private monopolization (1) [Statutory interpretation]

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## Lesson 7

Private monopolization (2) [Case study]

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## Lesson 8

Unfair trade practices (1) [Statutory interpretation]

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## Lesson 9

Unfair trade practices (2) [Statutory interpretation (continued)]

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## Lesson 10

Unfair trade practices (3) [Case study]

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## Lesson 11

Merger Regulation (1) [Statutory interpretation/ Procedure]

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## Lesson 12

Merger Regulation (2) [Analytical framework]

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## Lesson 13

Merger Regulation (3) [Analytical framework (continued)/ Case study]

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## Lesson 14

Enforcement/ Procedure of Anti-monopoly Act

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## Other

Lecture on recent policy issues may be given by a guest speaker (to be dertermied)

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## Method of Evaluation

No examination is scheduled. Students will be evaluated by their motivation to learn (60%) and contribution to the class (40%).

Evaluation of motivation will be based on attendance at the class. Submission status of assignments, if any, is also counted as motivation.

Contribution will be evaluated by their performance in discussion or dialogue in the class.

Active communication such as question and feedback on the class may also be subject to evaluation.

## Textbooks

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

## Reference Books

Not in particular.

## Lecturer's Comments to Students

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

## Question/Comments

Lecturer welcomes questions, feedback and comments from students through attendance reports and e-mails.  
Lecturer is willing to respond to them as much as possible. His e-mail address will be informed in the class.

Keio University Syllabus and Timetable

JAPANESE POLITICS

Subtitle	Advanced
Lecturer(s)	MOGAKI, MASAHIRO
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Mon.5
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74502
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course aims to provide an introduction to Japanese politics and show how the study of Japanese politics can contribute to an understanding of broader issues in comparative government and comparative politics. In so doing, the students will obtain knowledge of how Japanese politics has developed and what has been key, referring to the relevant scholarly debates. Major themes to be covered include modern political history since 1945 and the structures and key actors of contemporary politics such as political parties, bureaucracies, and policy-making. The course offers opportunities to study a number of contemporary policy issues in depth, including industrial policy, regulatory policy, foreign and defence policy, and welfare policy among others. We will look at policy issues at a micro level and link them to broader political contexts of Japanese politics and beyond. This is an advanced course, with comparatively higher requirements.

Approach:

Lectures are key part of this course. All students are strongly required to be present at all sessions of the lectures. I will try to offer opportunities to interact with students as interaction will significantly help students understand the issue. Students are expected to read a couple of suggested literature and requested to make presentations or engage in debate after Week 3.

Goal:

Students are expected to acquire the factual knowledge of modern Japanese politics, analytical thinking towards social issues, approaches to data and literature, and writing skills. Independent learning is very important: students are expected to independently analyse and understand the characteristics and nature of Japanese politics since 1945.

Active Learning Methods [Description](#)

- Presentations
- Discussions, Debates
- Group work

## Preparatory Study

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

## Course Plan

### Lesson 1

#### Introduction.

Session 1 offers the overview of this lecture, referring to the key characteristics of Japanese politics.

(References)

- Gaunder (2017): 1–8.

### Lesson 2

#### Week 2: Occupation and the period until 1955.

Week 2 offers a brief overview of how Japanese politics has developed before 1955.

(References)

- Gaunder (2017): 9–30.
- McCargo (2013): 18–42.
- Neary (2019): 3–48.
- Stockwin (2008): 48–63.
- Rosenbluth, F. M. and Thies, M. F. (2010) *Japan transformed: political change and economic restructuring*. Princeton, NJ/Woodstock, Oxfordshire, UK: Princeton UP: 32–52.

### Lesson 3

#### Week 3: The Liberal Democratic Party (LDP).

As the key political party ruling Japan after 1955 with only a couple of breaks, the LDP is a significant political actor in Japan's political theatre. This session examines the history and nature of the party, which has been a significant factor shaping Japanese politics and policy.

From this session the students will engage in activities such as presentations.

(References)

- Gaunder (2017): 34–37, 50–53, 83–89, 135–148.
- McCargo (2013): 139–142.
- Neary (2019): 49–65.
- Stockwin (2008): 179–195.
- Krauss, E. S. and Pekkanen, R. J. (2011) *The Rise and Fall of Japan's LDP*. Ithaca, NY/London: Cornell UP.
- Pempel, T. J. (2010) 'Between Pork and Productivity: The Collapse of the Liberal Democratic Party', *The Journal of Japanese Studies*, 36, (2): 227–254.
- George Mulgan, A. (2014) "'Money Politics" in Japan: Allegations of financial impropriety have a long and sordid history in Japanese politics', 26 November 2014, *The Diplomat* [online]. Available from: <http://thediplomat.com/2014/11/money-politics-in-japan/> [Accessed 8 January 2017].
- Maeda, K. (2010) 'Factors behind the Historic Defeat of Japan's Liberal Democratic Party in 2009', *Asian Survey*, 50, (5): 888–907.
- 猪口孝、岩井奉信 (1987) 族議員の研究 – 自民党政権

### Lesson 4

#### Week 4: The Democratic Party of Japan (DPJ) and its predecessors.

*The DPJ has played an unusual role in Japanese politics. The 2009 government change prompted many observers to think it was the key actor reshaping Japanese politics. With its unstable governing and lack of expertise, the DPJ lost its previous popularity and lost the 2012 and 2014 general elections. Week 4 considers its impact and nature.*

(References)

- Gaunder (2017): 34–37, 53–67.
- McCargo (2013): 130–136.
- Stockwin (2008): 195–197, 199–201.
- Kushida, E. K. and Lipsky, P. Y. (eds) (2010) *Japan Under the DPJ: The Politics of Transition and Governance*. Stanford: Walter H. Shorenstein Asia-Pacific Research Center.
- George Mulgan, A. (2015) *Ozawa Ichirō and Japanese politics: old versus new*. London/NY: Routledge.

- Rosenbluth/Thies (2010): 101–104, 186–192.
  - 日本再建イニシアチブ (2013) 民主党政権 失敗の検証 (中公新書) . 東京 : 中央公論新社.
- 

## Lesson 5

### Week 5: Electoral system.

*This session addresses Japan's electoral system, which has been a key topic of debate among scholars exploring the recent political development. It particularly highlights the impact of the 1994 electoral reform.*

*(References)*

- Gaunder (2017): 31–34, 68–82.
  - McCargo (2013): 105–108.
  - Neary (2019): 96–111.
  - Stockwin (2008): 156–178.
  - Rosenbluth/Thies (2010): 95–122.
- 

## Lesson 6

### Week 6: Central government bureaucracy, local governments, and judiciary.

*Central government bureaucracy has been a key topic of debate in Japanese politics. Week 6 contemplates its nature and function, together with local governments and judiciary.*

*(References)*

- Gaunder (2017): 37–43, 110–121.
  - McCargo (2013): 110–128.
  - Neary (2019): 112–145.
  - Stockwin (2008): 148–153, 237–238.
  - Muramatsu, M., Iqbal, F., and Kume, I., (eds) (2002) *Local Government Development in Post-War Japan*. Oxford: Oxford UP.
  - Vogel, S. K. (1996) *Freer Markets, More Rules: Regulatory Reform in Advanced Industrial Countries*. Ithaca, NY: Cornell UP.
  - Wright, M. (2002) *Japan's Fiscal Crisis: The Ministry of Finance and the Politics of Public Spending, 1975–2000*. New York: Oxford UP.
  - 清水真人 (2015) 財務省と政治 (中公新書) . 東京 : 中央公論新社.
  - 金井利之 (2007) 自治制度 (行政学叢書) . 東京 : 東京大学出版会.
- Also, see Johnson (1982) [Week 8], 飯尾 (2007) .*
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## Lesson 7

### Week 7: Business sectors and civil society.

*This session explores how Japan's business sectors have developed; then it turns to civil society, a controversial sector among scholars.*

*(References)*

- Gaunder (2017): 122–134.
  - McCargo (2013): 38–75, 157–181.
  - Neary (2019): 146–161, 185–199, 227–247.
  - Stockwin (2008): 153–154.
  - Beason, R. and Weinstein, D. E. (1996) 'Growth, Economies of Scale, and Targeting in Japan (1965–1990)', *Review of Economics and Statistics*, 78, (2): 289–295.
  - Gao, B. (1997) *Economic ideology and Japanese industrial policy: Developmentalism from 1931 to 1965*. Cambridge: Cambridge UP.
  - Noble, G. W. (1988) 'The Japanese Industrial Policy Debate', in S. Haggard and C. Moon (eds), *Pacific Dynamics: The International Politics of Industrial Change*. Boulder, CO: Westview Press: 53–95.
  - Pempel, T. J. (1998) *Regime Shift: Comparative Dynamics of the Japanese Political Economy*. Ithaca, NY: Cornell UP.
  - Schaede, U. (2008) *Choose and Focus: Japanese Business Strategies for the 21st Century*. Ithaca, NY: Cornell UP.
  - Vogel, S. K. (2006) *Japan Remodeled: How Government and Industry are Reforming Japanese Capitalism*. Ithaca, NY: Cornell UP.
  - Yamamura, K. (1967) *Economic Policy in Postwar Japan*. Berkeley/Lo
- 

## Lesson 8

### Week 8: Background: politics and the state.

*Week 8 explains the major schools addressing the nature of politics and the state, referring to Japanese cases.*

(References)

- Calder, K. E. (1993) *Strategic capitalism: private business and public purpose in Japanese industrial finance*. Princeton: Princeton UP.
  - Dunleavy, P. and Rhodes, R. A. W. (1990) 'Core Executive Studies in Britain', *Public Administration*, 68, Spring: 3–28.
  - Elgie, R. (2011) 'Core executive studies two decades on', *Public Administration*, 89, (1), 64–77.
  - George Mulgan, A. (2005) *Japan's Interventionist State: The role of the MAFF*. Oxon/New York/Canada: Routledge.
  - Gownder, J. P. and Pekkanen, R. (1996) 'The End of Political Science? Rational Choice Analyses in Studies of Japanese Politics', *Journal of Japanese Studies*, 22, (2): 363–384.
  - Grix, J. (2010) *The Foundations of Research*. Basingstoke/New York: Palgrave Macmillan.
  - Hay, C., Lister, M., and Marsh, D. (eds) (2006) *The State: Theories and Issues*, *Political Analysis*. Basingstoke/New York: Palgrave Macmillan: 1–20.
  - Johnson, C. (1982) *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925–1975*. Stanford: Stanford UP.
  - Kato, J. (1994) *The Problem of Bureaucratic Ratio*
- 

## Lesson 9

### **Week 9: Until 1993: the LDP administration I.**

From Week 9 the lecture reviews how Japanese politics has developed. Week 9 addresses the LDP administration before the 1993 government change, which offered a break to the LDP's long reign since 1955.

(References)

- Gaunder (2017): 89–99.
  - McCargo (2013): 139–147.
  - Neary (2019): 65–72.
  - Stockwin (2008): 63–81.
  - Krauss/Pekkanen (2011).
  - Rosenbluth/Thies (2010): 53–71.
- 

## Lesson 10

### **Week 10: The Hosokawa government, return of the LDP in the 1990: the LDP administration II.**

Week 10 reviews the nature of the Hosokawa administration, the first non-LDP administration since 1955 and the revived LDP governments until Yoshirō Mori cabinets.

(References)

- Gaunder (2017): 99–101.
  - McCargo (2013): 145–148.
  - Neary (2019): 73–78.
  - Stockwin (2008): 82–100.
  - Pempel, T. J. (1997) 'Regime Shift: Japanese Politics in a Changing World Economy', *Journal of Japanese Studies*, 23, (2): 333–361.
  - Shinoda, T. (2013) *Contemporary Japanese politics: institutional changes and power shifts*. New York: Columbia UP: 55–75.
- 

## Lesson 11

### **Week 11: The Koizumi administration and his successor: 2000–2009: the LDP administration II.**

Week 11 examines the administration of Jun'ichiro Koizumi (2001–2005) and his successors.

(References)

- Gaunder (2017): 102–105.
  - McCargo (2013): 151–152.
  - Neary (2019): 78–84.
  - Stockwin (2008): 101–134.
  - Pempel (2010).
  - Steinmo, S. (2010) *The Evolution of Modern States*. New York: Cambridge UP: 136–146.
- 

## Lesson 12

### **Week 12: 2009 government change and the DPJ administration.**

Week 12 offers an account of the 2009 government change and the following DPJ government.

(References)

- Gaunder (2017): 105.
- McCargo (2013): 129–139.
- Neary (2019): 84–88.
- Kushida/Lipsky (2010).
- Rosenbluth, F. M. (2011) 'Japan in 2010: Messy Politics but Healthier Democracy', *Asian Survey*, 51, (1): 41–53.
- Rosenbluth, F. M. (2011) 'Japan in 2011: Cataclysmic Crisis and Chronic Deflation', *Asian Survey*, 52, (1): 15–27.
- Rosenbluth/Thies (2010): 186–192.
- Lipsky, P. Y. and Scheiner, E. (2012) 'Japan Under the DPJ: The Paradox of Political Change Without Policy Change', *Journal of East Asian Studies*, 12: 311–322.
- Shinoda (2013): 153–214.

## Lesson 13

### **Week 13: Second government change and the re-emergence of the LDP administration: the LDP administration III.**

Week 12 considers the second LDP administration since 2012: its policies, structures, key actors, and nature. (References)

- Gaunder (2017): 105–109, 146–147.
- Neary (2019): 89–95.
- Pekkanen, R., Reed, S. R., and Scheiner, E. (eds) (2013) *Japan Decides 2012: The Japanese General Election*. Basingstoke: Palgrave MacMillan.
- Pekkanen, R., Reed, S. R., and Scheiner, E. (eds) (2016) *Japan Decides 2014: The Japanese General Election*. Basingstoke: Palgrave MacMillan.
- George Mulgan (2014).
- George Mulgan, Aurelia (2018) *The Abe Administration and the Rise of the Prime Ministerial Executive*. Abingdon: Routledge.

[Abenomics]

- The Government of Japan (2022) 'Abenomics' [online]. Tokyo: Government of Japan. Available from: <https://www.japan.go.jp/abenomics/index.html> [Accessed 3 January 2024].

[Security policy]

- Cabinet Secretariat (2014) 'Cabinet Decision on Development of Seamless Security Legislation to Ensure Japan's Survival and Protect its People' [online]. Tokyo: Ministry of Foreign Affairs. Available from: [https://www.mofa.go.jp/fp/nsp/page23e\\_000273.html](https://www.mofa.go.jp/fp/nsp/page23e_000273.html) [Accessed 3 January 2024].

## Lesson 14

### **Week 14: Conclusion: challenges to Japanese politics.**

In pulling the previous sessions together, the final session examines the nature of contemporary Japanese politics. (References)

- Gaunder (2017): 163–170.
- McCargo (2013): 213–221.
- Neary (2019): 248–253.
- Stockwin (2008): 265–272.
- MOF (Ministry of Finance, Japan) (2023) 'Japanese Public Finance Fact Sheet' (April 2023) [online]. Tokyo: MOF. Available from: <https://www.mof.go.jp/english/policy/budget/budget/fy2023/02.pdf> [Accessed 8 January 2023].

## Other

### **Additional session for essay writing**

This course offers an optional additional session that offers a basic instruction of how students can write an academic document.

### **Activities in the course**

- **Presentation:** Two students will be assigned to make their respective presentations regarding the given topic. They will have a discussant, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following in 10–15 minutes: (1) the nature of the chosen topic; (2) the presenters' analysis of the topic based on robust reasoning; and (3) their own argument drawing on the analysis.
- **Group presentation:** The presentation will be offered by the groups of students.
- **Poster making:** The groups of students will make posters regarding the chosen topics and explain to others

their posters. Students will succinctly show the nature of the topic, their analysis based on reasoning, and possible claims based on the analysis.

## Method of Evaluation

### Assessment:

3,000 word essay: 50 %

Attendance: 25 %

Activities in the lecture including presentations: 25 %

### Essay questions:

Select one of the following titles. The submission deadline will be the last week of the course; the exact date will be informed in the lecture. **The word limit of 3,000 words includes references, foot/endnotes, and the title.**

1. What can we learn from Japanese politics?
2. What are the key characteristics of Japanese politics? What points have changed and what points have been retained?
3. What is the nature of the LDP? What impact has it offered on Japanese politics?
4. What were the nature of the DPJ administration?
5. Compare the Hosokawa administration with the DPJ administration and discuss their implications to Japanese politics.
6. 'Bureaucracy controls Japanese politics'; evaluate this statement.
7. Discuss the nature of the Koizumi administration drawing on one of the following approaches: pluralist/statist/rational choice.
8. Compare and contrast the Koizumi administration, the DPJ administration, and the Abe administration.
9. Will Japan have government change again?

## Textbooks

- Gaunder, A. (2017) *Japanese Politics and Government*. London: Routledge.
- McCargo, Duncan (2013) *Contemporary Japan (Contemporary States and Societies)*. Basingstoke: Palgrave Macmillan.
- Mogaki, M. (2017) 'Governance, Japan', in Farazmand, A. (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Berlin: Springer.
- Neary, Ian J. (2019) *The State and Politics in Japan, Second Edition*. Cambridge: Polity.
- Stockwin, J. A. A. (2008) *Governing Japan: Divided Politics in a Resurgent Economy [4th Edition]*. Hoboken, NJ: Wiley-Blackwell.

## Reference Books

The literature specifically related to the topic of the week is suggested in the course plan.

## Lecturer's Comments to Students

**Message:** Japanese politics exemplifies the unusual nature of Japan and its society. Analysing this issue offers you a skill to figure out not only politics but also what students will confront in the future, including their future colleagues, workplaces (e.g. private firms), and other societal groups.

This course is offered at Mita Campus and utilises CANVAS resources.

## Question/Comments

Students can ask questions to the lecturer by e-mail, Zoom, etc. They can also make an appointment with the lecturer for the feedback session, in which students can ask questions on their essays, the contents of the lecture, literature, and other issues related to this course.

Keio University Syllabus and Timetable

ENTREPRENEURSHIP AND SMALL BUSINESS DEVELOPMENT IN JAPAN

Subtitle	ENTREPRENEURSHIP & SMALL BUSINESS DEVELOPMENT IN JAPAN
Lecturer(s)	MAGNIER-WATANABE, REMY
Credit(s)	2
Academic Year/Semester	2024 Spring (2nd Half)
Day/Period	Mon.1,2
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	99915
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00243-212-07

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

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

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

Active Learning Methods [Description](#)

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

Preparatory Study

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

## Course Plan

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### Lesson 1

The Foundations of Entrepreneurship

Readings:

TBD

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### Lesson 2

Conducting a Feasibility Analysis and Designing a Business Model

Readings:

TBD

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### Lesson 3

Crafting a Business Plan and Building a Solid Strategic Plan

Readings:

TBD

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### Lesson 4

Forms of Business Ownership / Buying an Existing Business

Readings:

TBD

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### Lesson 5

Franchising and the Entrepreneur

Readings:

TBD

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### Lesson 6

Building a Powerful Bootstrap Marketing Plan

Readings:

TBD

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### Lesson 7

Pricing and Credit Strategies

Readings:

TBD

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### Lesson 8

Creating a Successful Financial Plan

Readings:

TBD

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### Lesson 9

Managing Cash Flow

Readings:

TBD

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### Lesson 10

Final exam

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## Lesson 11

Entrepreneur Interview Presentations

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## Lesson 12

Entrepreneur Interview Presentations

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## Lesson 13

Business Plan Presentations

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## Lesson 14

Business Plan Presentations

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## Other

Review of Business Plans

### Method of Evaluation

Participation (10%)

Entrepreneur Interview Presentation (20%)

Written Examination (30%)

Business Plan Report & Presentation (40%)

### Textbooks

There is no required textbook for this class.

### Reference Books

<https://www.score.org/resource/business-plan-template-startup-business>

<https://www.score.org/resource/financial-projections-template>

Essentials of Entrepreneurship and Small Business Management, By Norman M. Scarborough & Jeffrey R. Cornwall, Global Edition, 9th Edition, Pearson 2019, ISBN 9781292266022

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

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

### Lecturer's Comments to Students

In addition to individual work, this course requires a lot of group work.

I look forward to supporting you in crafting a business plan from start to finish!

### Question/Comments

If you have any questions, please contact me.

magnier-watanabe.gt@u.tsukuba.ac.jp

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE CINEMA 1

Subtitle	A History of Film in Japan
Lecturer(s)	MES, THOMAS P.
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Fri.4
Campus	Mita
Classroom	411
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	36707
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course explores the origins of cinema in Japan and its development up to the present day. It will look into cultural influences that shaped approaches to filmmaking as well as narrative conventions and genres. We will also investigate how Japanese films have shaped foreign views of Japan and Japanese culture. Particular attention will be paid to issues and problems of film study in relation to cinema from Japan, including the construction of the “Japaneseness” of Japanese films.

- Goals:
- To develop knowledge of the course topic (Film in Japan) and the research and debates that have been central to it.
  - To develop general skills in the critical reading of and reflecting on academic texts.
  - To apply these skills to the course topic in the shape of analytical papers, including on films viewed in class.

Active Learning Methods ⓘ [Description](#)

Not applicable

Preparatory Study

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

Course Plan

Lesson 1

Japan and its cinema, through Western eyes  
Incl. introduction, course structure and scheduling  
Required reading: Yoshimoto

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## Lesson 2

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

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## Lesson 3

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

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## Lesson 4

**The beginnings of cinema: the sound of silent movies**

Required reading: Gerow

Recommended viewing: *A Page of Madness* (*Kurutta ippeiji*, director: Kinugasa Teinosuke, 1932)

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## Lesson 5

**Sound, modernism, and the first Golden Age**

Required reading: Wada-Marciano (1)

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

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## Lesson 6

**Cinema in war and occupation**

Required reading: Hirano

Recommended viewings:

*China Night* (*Shina no yoru*, director: Fushimizu Osamu, 1940)

*No Regrets for Our Youth* (*Waga seishun ni kuinashi*, regie: Kurosawa Akira, 1946)

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## Lesson 7

**Ozu and Naruse: masters of the everyday**

Required readings: Bordwell, Russell

Recommended viewing:

*An Autumn Afternoon* (*Sanma no aji*, director: Ozu Yasujirō, 1963)

*When a Woman Ascends the Stairs* (*Onna ga kaidan o noboru toki*, director: Naruse Mikio, 1960)

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## Lesson 8

**Kurosawa and Mizoguchi: masters of the historical drama**

Required readings: Prince, Mellen

Recommended viewing:

*Seven Samurai* (*Shichinin no samurai*, director: Kurosawa Akira, 1954)

*The Life of Oharu* (*Saikaku ichidai no onna*, director: Mizoguchi Kenji, 1952)

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## Lesson 9

**Yakuza, samurai, and Japanese cowboys: the genre films of the studio era**

Required reading: Schrader

Recommended viewing: *Tokyo Drifter* (*Tokyo nagaremono*, director: Suzuki Seijun, 1965)

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## Lesson 10

**“Nūberu bāgu”: young and angry in the 1960s**

Required reading: Desser

Recommended viewing: *The Sun’s Burial* (*Taiyō no hakaba*, regie: Ōshima Nagisa, 1960)

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## Lesson 11

## New genres and the fall of the studios

Required reading: Zahlten

Recommended viewing: *Sailor Suit and Machine Gun* (*Sērāfuku to kikanjū*, director: Sōmai Shinji, 1981)

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## Lesson 12

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

Required reading: Mes

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

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## Lesson 13

### Japanese cinema in the digital age

Required reading: Wada-Marciano (2)

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

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## Lesson 14

### The long road: female filmmakers in Japan

Required reading: Saito

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

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## Other

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

## Method of Evaluation

The course will contain three assignments: **two mid-term papers** based on the films viewed in class and **a final term paper** on a topic of your choosing related to the course.

Writing of the final term paper will happen in two steps: a first draft and a final draft

You will be graded for each of the papers. Your final grade for the course will then be decided in the following manner:

Mid-terms papers grades: 25% each

Final paper grade: 50%

All deadlines will be communicated during the first class.

## Textbooks

None

## Reference Books

These readings will be available through K-LMS:

David Bordwell, *Ozu and the Poetics of Cinema*. Princeton: Princeton University Press, 1988, pp. 31-50

David Desser, *Eros Plus Massacre*. Bloomington: Indiana University Press, 1988, pp. 39-57

A.A. Gerow, "The Benshi's New Face: Defining Cinema in Taishō Japan", *Iconics* 3 (1994), pp. 69-86

Kyoko Hirano, "The Occupation and Japanese Cinema", *The Occupation of Japan: Arts and Culture*, ed. Thomas W. Burkman. Norfolk, 1988, pp. 142-153

Joan Mellen, "History through Cinema: Mizoguchi Kenji's *The Life of Oharu* (1952)", *Japanese Cinema: Texts and Contexts*, eds. Alastair Phillips and Julian Stringer. Abingdon and New York: Routledge, 2007, pp. 90-101

Tom Mes, "V-Cinema: How Home Video Revitalized Japanese Film and Mystified Film Historians", *Introducing Japanese Popular Culture*, ed. Alisa Freedman and Toby Slade. Abingdon and New York: Routledge, 2017, pp. 216-226

Stephen Prince, *The Warrior's Camera: The Cinema of Akira Kurosawa*. Princeton: Princeton University Press, 1991, pp. 3-31

## Lecturer's Comments to Students

This is a lecture course.

Class format for this course is FACE-TO-FACE.

All class materials and feedback on assignments will be supplied through K-LMS.

## Question/Comments

Dr. Tom Mes (t.mes@keio.jp)

Keio University Syllabus and Timetable

AN INTRODUCTION TO JAPANESE HISTORY:  
SURVEYING JAPAN'S PRE-MODERN PAST

Subtitle	An Introduction to Japanese Pre-Modern History: Surveying Japan’s Pre-Modern Past (Proto-Historic Japan to Sekigahara)
Lecturer(s)	KURASHIGE, JEFFREY Y.
Credit(s)	2
Academic Year/Semester	2024 Spring
Day/Period	Tue.2
Campus	Mita
Classroom	462
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	17421
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will examine the “pre-modern period” of Japan from its origins in the Jomon Period through to the end of the 16th century by focusing upon the emergence of the imperial state, court rulership, and the rise of the warrior class. Though dominated by the rulership, religions, and lifestyles of courtiers and warriors, the course also explores the cultural context within which elites, commoners, and those in between lived and prospered. The approach is thus primarily socio-cultural, aiming to enhance the student’ understanding not only of the Japan of the past, but also of the present. By the end of the course, students will be familiar with the most important aspects of the classical Heian age, the dual (or tripartite) polity of Kamakura, the warrior rule of the Muromachi era, and the subsequent era of civil warfare.

Active Learning Methods ⓘ [Description](#)

Discussions, Debates  
Group work

Preparatory Study

All work will be done in English.

Course Plan

Lesson 1

## Lesson 2

The "Yamato" Era: Japan's First "Empire"

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## Lesson 3

The World of the Shining Prince: Aristocratic Rules and Lifestyles in the Heian Period

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## Lesson 4

Late Heian Society: The Insei Period

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## Lesson 5

The Making of the Samurai: The Gempei War

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## Lesson 6

The First Shogunate: Yoritomo's Kamakura Bakufu

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## Lesson 7

Review and Midterm Exam

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## Lesson 8

"Popular" Religions: New Faiths and New Systems

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## Lesson 9

The Mongol Invasions and the 14th Century "Divide"

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## Lesson 10

Zen and the Rise of the Ashikaga

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## Lesson 11

Life in the Muromachi Age and the Death of Cooperative Rulership

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## Lesson 12

The Onin War

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## Lesson 13

New Peripheries: the Creation of "Traditional" Japanese Culture

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## Lesson 14

Sengoku and the Unification

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## Other

Student presentations and final test

## Method of Evaluation

Mid-term exam: 15% of the course grade

Final exam: 35%

Discussion attendance/participation: 30%

Bi-Weekly SHORT 1 page response papers (225-275 words): 20%

## Textbooks

All reading materials will be provided by the instructor in PDF format.

## Reference Books

Reference books will be provided by the instructor in PDF format.

## Lecturer's Comments to Students

Note: Class size will be limited to 20 students PER SEMESTER. The class will be “built” around discussion of the required readings, so a limited class size will enable all students to participate. If the number of interested students exceeds the limit, selection will be made according to a lottery.

In order that all interested students will be able to take the course, this class will be repeated in the same form during the Fall semester for those students who are unable to enroll during the Spring.

General Expectations: This course is very demanding, but I believe that it will help push each of the participants to grow both as scholars and as citizens of the international community. Students are expected to be attentive and contribute to in-class discussions, and express their ideas and opinions in a respectful manner. Classroom discussion of the provided reading materials is a central part of the class. Thus, students must be ready to read, write, and express their opinions each week.

Required Resources: Please make sure to have a working email account (not just an account associated with a keitai cell phone). You will also need access at home to a computer with word processing capabilities.

First Session:

-Class Format: In-Person

## Question/Comments

Please feel free to contact me by email ([kurashig\[at\]fbc.keio.ac.jp](mailto:kurashig[at]fbc.keio.ac.jp)), but also do not hesitate to approach me before or after class. If I am in my office and the light is on, please feel free to knock as I am always happy to speak with students if time is available.

Discussions, Debates

Preparatory Study

5 hours of reading and 8 hours of writing per week

Course Plan

Lesson 1

Introduction

Lesson 2

Indigenous Forms of Servitude

Lesson 3

Traditional Norms of Sexuality

Lesson 4

Slaves, Servants, Concubines

Lesson 5

Colonial Sex Trade

Lesson 6

White Slavery

Lesson 7

Wartime Sex Slavery

Lesson 8

Sex Trade in the New Economy

Lesson 9

The Trafficking Protocol

Lesson 10

The Institutionalization of Trafficking

Lesson 11

Benevolent Paternalism

Lesson 12

"Mail-order Brides"

Lesson 13

## Lesson 14

On Victimhood

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### Other

Summary

### Method of Evaluation

Weekly papers (50%)

Attendance (40%)

Class discussion (10%)

### Reference Books

Anthony Reid (ed.), *Slavery, Bondage, and Dependency in Southeast Asia* (St. Martin's Press, 1983)

James Francis Warren, *Ah Ku and Karayuki-san: Prostitution in Singapore, 1870-1940* (Singapore University Press, 2003)

Thanh-dam Truong, *Sex, Money and Morality: Prostitution and Tourism in Southeast Asia* (Zed Books, 1990)

Maria Jaschok, *Concubines and Bondservants: A Social History* (Zed Books, 1988)

Maria Rosa Henson, *Comfort Woman: A Filipina's Story of Prostitution and Slavery Under the Japanese Military* (Rowman & Littlefield, 1999)

Kevin Bales, *Disposable People: New Slavery in the Global Economy* (University of California Press, 2012)

Rhacel Salazar Parreñas, *Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo* (Stanford University Press, 2011)

Viviana A. Zelizer, *The Purchase of Intimacy* (Princeton University Press, 2005)

### Lecturer's Comments to Students

This course will be conducted in a seminar style, SO THE CLASS SIZE IS LIMITED TO 18 STUDENTS. To reserve a spot, please write to Professor Chandra ([elizabeth.chandra@gmail.com](mailto:elizabeth.chandra@gmail.com)) with information about why you intend to take this course, along with your student ID number.

Prospective students must also register on the "Course Registration" system during the 1st registration period. Instructor selections will be communicated on April 6 as the 1st registration confirmation.

Admitted students must attend the first class session on Friday, April 12. Important details regarding course requirements will be given during this session and will not be repeated.

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

### Question/Comments

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

Keio University Syllabus and Timetable

COMMODIFYING WOMEN IN SOUTH EAST ASIA

Lecturer(s)	CHANDRA, ELIZABETH
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Fri.5
Campus	Mita
Classroom	451
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	16573
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
Course Description	A course to aim to examine the use and circulation of women in the context of globalization.
K-Number	CIN-CO-00223-212-08

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course examines the use and circulation of women in the context of globalization. In addition to stimulating the flow of people, goods, money, and ideas in unprecedented scale and speed, globalization has encouraged the spread of the capitalist market and mode of consumption in which women are not only targeted as consumers, but also used as tools for economic growth and objects of exchange. This practice is most visible in the mobilization of women for factory labor and their transnational migration for service, care, and other reproductive labor that is encouraged by many governments in Asia as a strategy to accumulate foreign currency. All these changes have had profound effects in the way women’s bodies and labor are being utilized, appropriated, and exchanged — the most controversial of which is perhaps the use of women in low-income countries as gestational surrogates.

In the early part of the course we will read anthropological studies on the formation of the patriarchal family system, the history of women’s subordination in society, and archaic forms of exchange using women. Then we will look at how capitalism and globalization have transformed gender relations, in particular women’s position in connection to domesticity, work, mobility, and migration. We will look especially at the ways in which society, the state, and corporate culture contribute to gender regimes that (dis)advantage women.

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

Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

6 hours of reading and 8 hours of writing per week

# Course Plan

## Lesson 1

Introduction

## Lesson 2

Women and the Family

## Lesson 3

Society and Exchange

## Lesson 4

Women as Object of Exchange

## Lesson 5

Women in the Capitalist System

## Lesson 6

Emotional Labor

## Lesson 7

Producing for Global Market

## Lesson 8

Globalization

## Lesson 9

Global Cities

## Lesson 10

Global Women

## Lesson 11

Cosmopolitan Sex Workers

## Lesson 12

Sex as Work

## Lesson 13

Rent-a-womb

## Lesson 14

Neoliberal Feminism

## Other

## Method of Evaluation

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

## Reference Books

Friedrich Engels, *The Origin of the Family, Private Property and the State* (Resistance Books, 2004; originally published in 1884)  
Claude Levi-Strauss, *The Elementary Structures of Kinship* (Beacon Press, 1969)  
Alison Bailey & Chris Cuomo (eds.), *The Feminist Philosophy Reader* (McGraw Hill, 2008)  
Arlie Russell Hochschild, *The Managed Heart: Commercialization of Human Feeling* (University of California Press, 2003)  
Ngai Pun, *Made in China: Women Factory Workers in a Global Workplace* (Duke University Press, 2005)  
Barbara Ehrenreich & Arlie Russell Hochschild (eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* (Holt, 2002)  
Christine B. N. Chin, *Cosmopolitan Sex Workers: Women and Migration in a Global City* (Oxford University Press, 2013)  
France Winddance Twine, *Outsourcing the Womb: Race, Class and Gestational Surrogacy in a Global Market* (Routledge, 2011)  
Catherine Rottenberg, *The Rise of Neoliberal Feminism* (Oxford University Press, 2018)

## Lecturer's Comments to Students

This course will be conducted in seminar style, so a small class size is preferable. A maximum of 18 students will be admitted and selection will be done using an automatic drawing system. As the number of spots for this class is limited, we ask that students register for the course **ONLY IF THEY INTEND TO TAKE IT** and are **AWARE OF THE HEAVY WORKLOAD** (mandatory weekly readings & papers).

It is mandatory to attend the first class session, where technical requirements and the weekly breakdown of the course will be given in detail and will not be repeated.

Throughout the semester students will be required to write a short (one-page) commentary on an assigned reading of approximately 30-50 pages every week, and participate in class discussion. The weekly readings will be made available on Canvas.

## Question/Comments

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

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE ART HISTORY

Subtitle	Introduction to Japanese Art History
Lecturer(s)	SHIRAHARA, YUKIKO
Credit(s)	2
Academic Year/Semester	2024 Fall(2nd Half)
Day/Period	Thu.3,4
Campus	Mita
Classroom	415
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25262
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
Course Description	A course to aim to obtain knowledge and skills to appreciate fundamental and diverse characteristics of Japanese visual art dealing with Japanese art from the ancient times to the contemporary.
K-Number	CIN-CO-00123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

Report should be submitted as the finishing stage of the course.

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

Active Learning Methods ⓘ [Description](#)

Presentations  
Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

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

## Course Plan

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### Lesson 1

Introduction/Guidelines/Course Plan/Survey

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### Lesson 2

Material and technique of Japanese art (sculpture and painting)

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### Lesson 3

Japanese Buddhist art: iconography and expression

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### Lesson 4

Representation of the combination of Shinto and Buddhism

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### Lesson 5

Life in the court: Picture Scroll of the Tale of Genji

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### Lesson 6

Appeal of handscroll: Picture Scroll of the Legends of Mt. Shigi

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### Lesson 7

Painting: Yamato-e and Kara-e

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### Lesson 8

Theatrical art: Noh and Kyogen mask and costume

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### Lesson 9

Stories of ceramics and lacquer ware

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### Lesson 10

What is Rimpa?

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### Lesson 11

Ukiyo-e painting and print

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### Lesson 12

Oral presentations

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### Lesson 13

Japonisme: Japan at the dawning of the modern age

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### Lesson 14

Art after World War II

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### Other

## Method of Evaluation

Attendance 40%: attend more than 2/3 of lecture time with submission of answer or comment.

Oral presentation: 20%

Final report: 40%

## Textbooks

Nothing.

## Reference Books

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

## Lecturer's Comments to Students

Students are requested to bring own paper notebook (not electric devises) and some writing tool at the lecture time. Also, requested to write answer or comment on a sheet of paper (depending on lecturer's request) distributed in each class, submit it at the end the lecture.

In the case of absence owing to some avoidable obstruction, such student should contact the lecturer as soon as possible either in the class or by e-mail (no later than the following lecture). Only if lecturer accepts the reason, the student will be able to submit Make-up report.

Details are to be explained in the first lecture.

## Question/Comments

Before or after lecture in the classroom.

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

Keio University Syllabus and Timetable

JAPANESE BUDDHISM AND SOCIAL SUFFERING

Subtitle	Priests and Temples Reviving Human Relationship and Civil Society
Lecturer(s)	WATTS, JONATHAN S.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Tue.4
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	83852
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-08

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will look at Buddhism in Japan in a very different way – through the actions of Buddhist priests and followers to confront the real life problems and suffering of people in Japan today. We will look at such issues as:

1) human relationships in terms of: a) dying and grieving, and b) alienation and suicide;

2) economic development in terms of: a) social and economic gaps, aging society, community breakdown and depopulation of the countryside, b) alternatives to globalization and Buddhist economics, and c) alternative energy and the environment;

3) politics in terms of: a) nuclear power and peace, and b) Buddhist complicity with war and work for peace.

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

There will be a variety of teaching methods from homework, readings, group processes, in-class videos, and guest speakers. This course will attempt to be as interactive as possible, so students should be ready to reflect on the issues personally as they experience them as residents of Japan, and to express these reflections not only intellectually but emotionally as well. Field trips will be offered on the key issues above so as to deepen appreciation and understanding. As such, THIS COURSE IS LIMITED TO 35 STUDENTS. PLEASE SEE DETAILS BELOW.

Active Learning Methods [Description](#)

Fieldwork  
Discussions, Debates  
Group work  
Flipped classroom

Preparatory Study

some readings and reflection on field trips

Lesson 1

A Brief History of Japanese Buddhism

Lesson 2

The Civilizational Culture of Buddhism meets Japan’s Particular Cultural Identity

Lesson 3

Unit 1: Understanding Japanese Society through a Buddhist Lens & Buddhist Social Analysis

Lesson 4

Unit 1: The Present Crisis in Japanese Society: The Disconnected Society 無縁社会

Lesson 5

Unit 2: The Present Crisis in Japanese Buddhism

Lesson 6

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

Lesson 7

Unit 2: The Suicide Prevention Priests of Japan Part I

Lesson 8

Unit 2: The Suicide Prevention Priests of Japan Part II

Lesson 9

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

Lesson 10

Unit 3: Nuclear Energy & the Eco-Temple

Lesson 11

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

Lesson 12

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

Lesson 13

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

Lesson 14

Unit 5: Reviving the Spirit of Kamakura Buddhism for 21st Century Japan

Other

## Method of Evaluation

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

## Textbooks

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

## Reference Books

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

## Lecturer's Comments to Students

This course will be taught as face-to-face only. The number of students in the course is capped at 35. Attendance at the first session is mandatory. If the number of students exceeds the limit, selection will be made by lottery. この授業は英語で行われますが、日本語の教材やビデオを使用することがあります。また、日本語で会話をする機会もあります。しかし最後のレポートは必ず英語で書かなければなりません。日本語・英語、その他の言語でこの授業を楽しみましょう！ While this class is conducted in English, there will be a broad use of Japanese language source texts and videos, and Japanese may be used at times in class. However, all main texts are in English. Translation will be provided during field trips, and the final written report must be done in English. Whether it be Japanese, English or one of the many languages of our international students, let's enjoy communicating together!

## Question/Comments

Jonathan Watts has lived in Indonesia, Thailand and Japan for the past 30 years involved in NGO/NPO work with Buddhist based organizations. He has been researching and assisting Japanese Buddhists engaged in a variety of forms of social work. This research forms the basis of this course and was published in two volumes in 2023. He has also written and edited three other books on related issues: Lotus in the Nuclear Sea: Fukushima and the Promise of Buddhism in the Nuclear Age (Yokohama: International Buddhist Exchange Center, 2013), Buddhist Care for the Dying and Bereaved: Global Perspectives (Boston: Wisdom Publications, 2012) and This Precious Life: Buddhist Tsunami Relief and Anti-Nuclear Activism in Post 3/11 Japan (Yokohama: International Buddhist Exchange Center, 2012). Students will have the opportunity to learn from and meet the many Buddhist priests and social activists in Japan and elsewhere whom he has come to know over the years.

Keio University Syllabus and Timetable

ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN

Subtitle	"ARTS/ART WORKSHOP:DISCOVERING ARTS AND CULTURE IN JAPAN"
Lecturer(s)	HISHIYAMA, YUKO
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Sat.3
Campus	Mita
Classroom	313
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	36267
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods [Description](#)

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

Preparatory Study

Recommended homework might be assigned. It will be explained during class by the lecture.

Course Plan

Lesson 1

Introduction.

Japanese handicrafts 1

Traditional technique of Japanese handicraft. Understanding of craftsmanship.  
Video viewing / Discussion.

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## Lesson 2

Studio work: "Self-portrait" 1

Students will express on a paper unique personality formed through a variety of experiences in Japan and respective home countries. It would be an opportunity to consider objectively. Construct it the own way, collage, drawing, painting, photos, illustration, etc. Either figurative or abstract work is possible. Students are encouraged to emphasize originality in the work.

Presentation about own work after the completion.

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## Lesson 3

Studio work: "Self-portrait" 2

Students will express on a paper unique personality formed through a variety of experiences in Japan and respective home countries. It would be an opportunity to consider objectively. Construct it the own way, collage, drawing, painting, photos, illustration, etc. Either figurative or abstract work is possible. Students are encouraged to emphasize originality in the work.

Presentation about own work after the completion.

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## Lesson 4

Studio work: "Self-portrait" 3

Students will express on a paper unique personality formed through a variety of experiences in Japan and respective home countries. It would be an opportunity to consider objectively. Construct it the own way, collage, drawing, painting, photos, illustration, etc. Either figurative or abstract work is possible. Students are encouraged to emphasize originality in the work.

Presentation about own work after the completion.

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## Lesson 5

Studio work: "Self-portrait" 4

Students will express on a paper unique personality formed through a variety of experiences in Japan and respective home countries. It would be an opportunity to consider objectively. Construct it the own way, collage, drawing, painting, photos, illustration, etc. Either figurative or abstract work is possible. Students are encouraged to emphasize originality in the work.

Presentation about own work after the completion.

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## Lesson 6

Fieldwork: Visiting a design museum

Architecture, Design and Contemporary Art in Japan 1

Research about a Japanese architecture and his works. Study and understanding of design and Contemporary Art in Japan.

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## Lesson 7

Studio work: " NETSUKE Making " 1

Experience of traditional handicrafts.

Netsuke were a small accessory in Japan that was used while wearing a kimono. In this class, students make a netsuke using clay.

Students create original designed works that combine the culture of the Edo period.

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## Lesson 8

Fieldwork: Research trip to SHITAMACHI area.

Arts/Culture in Japan 1

Research and sketch/photo shooting.

Research of townscape, Architecture, Garden, Shop sign/designs, Japanese culture.

Visiting historical Japanese garden and shrine.

Visiting art gallery, artist' studio, museum, or discussion with local artists.  
Making a collage and a story with recorded photo images/sketches.

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**Lesson 9**

Arts/Culture in Japan 2  
Fieldwork: Short trip to SHITAMACHI area.  
Research and sketch/photo shooting.  
Research of townscape, Architecture, Garden, Shop sign/designs, Japanese culture.  
Visiting historical Japanese garden and shrine.  
Visiting art gallery, artist' studio, museum, or discussion with local artists.  
Making a collage and a story with recorded photo images/sketches.

---

**Lesson 10**

Studio work: "Book binding" 1  
Make a book in a Japanese traditional way and then create students’ own album with photos from the former field trip.  
Possibility to add text around photos or decorate them with colored paper or paint, etc.

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**Lesson 11**

Studio work: "Book binding" 2  
Make a book in a Japanese traditional way and then create students’ own album with photos from the former field trip.  
Possibility to add text around photos or decorate them with colored paper or paint, etc.

---

**Lesson 12**

Studio work: "Book binding" 3  
Make a book in a Japanese traditional way and then create students’ own album with photos from the former field trip.  
Possibility to add text around photos or decorate them with colored paper or paint, etc.

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**Lesson 13**

Group work: “Student Art Exhibition” 1  
Curation an Art Show by students.  
Presentation of students’ art works and Wrap-up. Presentation. Discussion. Critique.

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**Lesson 14**

Group work: “Student Art Exhibition” 2  
Curation an Art Show by students.  
Presentation of students’ art works and Wrap-up. Presentation. Discussion. Critique.

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**Other**

Coursework and Assignments/Makeup Class/Visit to Facilities/Fieldwork

**Method of Evaluation**

Attendance & Class Participation  
Writing Assignments  
Other : art projects, presentations

**Textbooks**

There will be no textbook for this class.  
Reading assignments will be given as handouts.

## Reference Books

Recommended readings will be provided by the lecture.

## Lecturer's Comments to Students

The syllabus is subject to change at the discretion of the instructor; changes will be announced in class.  
Museum admission fees or materials fees may be required.

Keio University Syllabus and Timetable

PUBLIC POLICY IN JAPAN (SEMINAR)

Subtitle	Comparative Case Studies
Lecturer(s)	MOGAKI, MASAHIRO
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Mon.5
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	79428
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course explores the key public policy issues through critiquing key literature. It pursues to contemplate selected key public policy issues, with an approach of the comparative case study. The course consists of seminars, in which students present their understanding and analysis, referring to the literature. It aims at not only international students interested in public policy issues but also domestic students who would like to develop their ability to engage classes in English; those who have difficulty to participate in/understand the course are strongly advised to contact the lecturer.

Approach:

All students are strongly required to be present at all sessions of the seminars. As this course depends upon the active participation of the students, attendance and preparation before the class are strongly required. Students who have difficulty to join the course are strongly encouraged to directly contact the lecturer. I will try to offer opportunities to interact with students as interaction will significantly help students understand the issue. Each student will offer two 20–30 min presentations referring to the assigned part of the literature in this course, followed by the discussants' comments and questions. After the presentation, the seminar will discuss and consider the topic under the supervision of the lecturer. In the presentation each group will have a discussant, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following: (1) the nature of the chosen topic; (2) their analysis of the topic based on robust reasoning; and (3) their argument drawing on the analysis.

Goal:

Students are expected to acquire the factual knowledge of contemporary public policy in Japan, contemplate the key policy challenges of the field, and present and discuss the issues independently. Independent learning is very important: students are expected to independently analyse and understand the characteristics and nature of public policy in the context of contemporary public policy.

## Active Learning Methods [Description](#)

Fieldwork  
Presentations  
Discussions, Debates  
Group work

## Preparatory Study

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

## Course Plan

### Lesson 1

#### **Week 1: Introduction**

Week 1 offers the overview of this course, referring to key contemporary policy issues.

### Lesson 2

#### **Week 2: Governance, Japanese style.**

This session considers a broader picture of how governance has been transformed in Japan in response to its challenges, both general and specific.

(References) Mogaki (2017).

### Lesson 3

#### **Week 3: Transformation of Japan and its system: government and business.**

Week 3 analyses the transformation in Japan in the 1990s.

(References)

- Vogel (2018): 77–116.

### Lesson 4

#### **Week 4: Transformation of Japan and its system: the nature and limitation.**

Week 4 extends the discussion of the previous week and considers the nature and limitation of the transformation of Japan in the 1990s. The presentation can compare the crisis in the 1990s and the current political situation with looming aging society and unclear economic prospects.

(References)

- Vogel (2018): 117–150.

### Lesson 5

#### **Week 5: The electoral system: before the 1994 political reform.**

This session considers the significance of the electoral system in a country's political system by highlighting the SNTV (Single No-Transferrable Voting) system before 1994 and its impact.

(References) Rosenbluth/Thies (2010): 53–71.

### Lesson 6

#### **Week 6: The electoral system: after the 1994 political reform.**

This session look into the MMM (Mix Members Majoritarian) voting system and the political development after 1994; in so doing it addresses the nature of the electoral system in shaping political traditions.

(References) Rosenbluth/Thies (2010): 95–122.

### Lesson 7

#### **Week 7: The regulatory state in Japan.**

This session looks into the development of the Japanese regulatory state through the example of the communications sector.

(References)

- Mogaki (2015).
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## **Lesson 8**

### **Week 8: The regulatory state in the UK.**

Week 8 turns to the British example of the regulatory state, which offers same sectors and the same period.  
(References) Moran (2003) 1–37, 95–123.

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## **Lesson 9**

### **Week 9: The nature of Japan's regulatory state in the 1990s.**

Referring to the previous two weeks, this session considers the nature of Japanese regulatory state in the 1990s. The presentation pays attention to the comparison between the Japanese cases and the British ones.

(References) Mogaki (2019): page to be announced; Vogel (1996): 256–269; Vogel (2018): 77–150. (This session could be replaced by the National Diet Visit.)

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## **Lesson 10**

### **Week 10: The welfare state in Japan.**

Week 10 turns to the welfare state in Japan and analyses its characteristics.  
(References) Steinmo (2010): 88–148.

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## **Lesson 11**

### **Week 11: The welfare state in Sweden.**

Week 11 addresses the Swedish example as another key case of the welfare state.  
(References) Steinmo (2010):30–87.

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## **Lesson 12**

### **Week 12: The welfare state in the US.**

Week 12 looks into the approach of the US on welfare.  
(References) Steinmo (2010):149–205.

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## **Lesson 13**

### **Week 13: The migration and Japan: overview and key characteristics.**

Week 13 addresses the key framework of analysis and overview of Japan's migration policy.  
(References) Strausz (2019):1–28.

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## **Lesson 14**

### **Week 14: The migration and Japan: the two case studies.**

This session addresses the key case studies of the issue: the existing ethnic Koreans and the new foreign labourers in Japan.  
(References) Strausz (2019): 29–92.

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## **Other**

### **Additional session for essay writing:**

This course offers an optional additional session that offers a basic instruction of how students can write an academic document.

### **Essay:**

Students will select a topic related to the issues of this course to write a 2,000 word essay. They can choose whatever topic they like as long as it is related to this course. The word limit includes foot / endnotes and references. The deadline will be announced in the class session of the course.

### **Activities in the course:**

- **Group presentation:** A group of students will be assigned to make their respective presentations regarding the

given topic. They will have discussants, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following: (1) the nature of the chosen topic; (2) the presenters' analysis of the topic based on robust reasoning; (3) their own argument drawing on the analysis; and (4) the topics to be discussed in the following session – they can be key questions to be discussed. Each student is expected to make **two** presentations in the course.

## Method of Evaluation

### Assessment:

Essay: 40 %

Attendance: 30 %

Presentation: 30 %

## Textbooks

- Mogaki, M. (2015) 'The evolving power of the core executive: a case study of Japan's ICT regulation after the 1980s'. *Pacific Affairs*, 88, (1) (March 2015), 27–49.
  - Mogaki, M. (2017) 'Governance, Japan', in Farazmand, A. (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Berlin: Springer.
  - Mogaki, M. (2019) *Understanding Governance in Contemporary Japan: Transformation and the Regulatory State*. Manchester: Manchester UP.
  - Moran, M. (2003) *The British Regulatory State: High Modernism and Hyper-Innovation*. Oxford: Oxford UP.
  - Rosenbluth, F. M. and Thies, M. F. (2010) *Japan transformed: political change and economic restructuring*. Princeton, NJ/Woodstock: Princeton UP.\*
  - Steinmo, S. (2010) *The Evolution of Modern States*. New York: Cambridge UP.\*
  - Strausz, M. *Help (Not) Wanted: Immigration Politics in Japan*. Albany, NY: State University of New York Press.
  - Vogel, S. K. (2018) *Marketcraft: How Governments Make Markets Work*. New York: Oxford UP\*.
- (\* this literature has a Japanese translation.)

## Reference Books

- Gallagher, M. and Michell, P. (eds) (2005) *The Politics of Electoral Systems*. Oxford: Oxford UP.
- Gaunder, A. (2017) *Japanese Politics and Government*. London: Routledge.
- McCargo, D. (2013) *Contemporary Japan* (Contemporary States and Societies). Basingstoke: Palgrave Macmillan.
- Neary, I. J. (2019) *The State and Politics in Japan*, Second Edition. Cambridge: Polity.
- Stockwin, J. A. A. (2008) *Governing Japan: Divided Politics in a Resurgent Economy* [4th Edition]. Hoboken, NJ: Wiley-Blackwell.

## Lecturer's Comments to Students

Public policy illuminates the major social challenges in not only Japan but also other countries, both developed and developing. Contemplating this issue offers you clues to understand and address a variety of challenges in society including their future study, jobs, and lives.

This course is offered at Mita Campus and utilises CANVAS resources.

## Question/Comments

Students can ask questions to the lecturer by e-mail, Zoom, etc. They can also make an appointment with the lecturer for the feedback session, in which students can ask questions on their essays, the contents of the lecture, literature, and other issues related to this course.

Keio University Syllabus and Timetable

PHILOSOPHICAL TOPICS ON THE IDEAL IMAGES OF HUMAN BEINGS; CONVERSATIONS BETWEEN JAPANESE AND THE WESTERN CULTURE

Subtitle	Philosophical Topics on the Images of Ideal Human Beings in Various Cultures.
Lecturer(s)	HAYASHI, AKINORI
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Wed.3
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74407
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00143-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

Secondly, unlike a conventional philosophical course, I shall use not only classical philosophy texts, but also various kinds of materials for the objects of investigations including Descartes’s and Kant’s philosophy texts, Muneyoshi Yanagi’s writings on the works of Japanese folk art (Mingei), and Kenji Miyazawa’s poem. Although I attempt to use various kinds of materials, the nature of investigations is thoroughly philosophical; this course is not for art criticism, or comparative literature.

Roughly, topics in this course will be divided into the following four parts.

1. Rationality and Intellect as an Ideal Capacity for Human Beings.
2. Anti-intellectualism and its Problems.
3. Beauty and the Image of Ideal Human Beings.

The important part of this course, furthermore, is to learn how to discuss with each other in English both for native and non-native speakers. Yet this course is not a language course; what you expected to learn is to formulate your own opinions in English with an articulated manner in an international opportunity. Thus active participation to the discussion is required to take this course.

Discussions, Debates

## Preparatory Study

Course requirements

- 1, Attend the class regularly and actively.
- 2, Reading assignments.
- 3, Participate in discussion actively.
- 4, Two short term papers (about 2 pages). You MUST turn in two papers to get a grade.
- 5, Enjoy philosophical discussion!

## Course Plan

### Lesson 1

Week 1, Introduction and guidance: what is the ideality? Why does it matter in philosophy?

### Lesson 2

Week 2, Descartes 1: Reading assignment, Discourse on the Method part 1.

### Lesson 3

Week 3, Descartes 2: Reading assignment, Discourse part2

### Lesson 4

Week 4, Kant 1: Reading assignment, What is enlightenment?

### Lesson 5

Week 5, Kant 2: Reading assignment, What is enlightenment?

### Lesson 6

Week 6, Modernity vs. Kenji Miyazawa's poem

### Lesson 7

Week 7, Introduction to folkcraft art and the thought of Yanagi: Reading assignment, Towards a standard of beauty

### Lesson 8

Week 8, Yanagi 1: Reading assignment, Seeing and Knowing

### Lesson 9

Week 9, Yanagi 2: Reading assignment, Seeing and knowing

### Lesson 10

Week 10, Yanagi 3: Reading assignment, The Beauty of Irregularity

### Lesson 11

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

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## Lesson 12

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

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## Lesson 13

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

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## Lesson 14

Week 14, Summary and final discussion.

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## Other

Week 15, Supplement

### Method of Evaluation

Evaluation

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

### Textbooks

Texts

Copies of texts will be distributed in the class. You don't have to buy any text book for this course.

### Reference Books

TBA

### Lecturer's Comments to Students

Caution

Please keep social manners in the class, especially mobile phone!

### Question/Comments

Office hour and Contact info

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

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

Keio University Syllabus and Timetable

MODERN HISTORY OF DIPLOMATIC AND CULTURAL RELATIONS BETWEEN JAPAN AND THE WORLD

Subtitle	Modern History of Diplomatic and Cultural Relations between Japan and the World
Lecturer(s)	OHTA, AKIKO
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Mon.4
Campus	Mita
Classroom	447
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25243
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03
	<a href="#">▼ Detail</a>

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The course aims to provide an introductory and comprehensive view of the history of diplomatic and cultural relations between Japan and the World in the nineteenth century and the beginning of the twentieth century. A basic knowledge of Japanese history is desirable, but no previous knowledge of this particular subject will be assumed. A small amount of reading will be expected each week.

The first two classes in October will be Online (On-demand). Classes from October 21st onwards will be face-to-face.

In face-to-face classes, students are expected to attend the class, to participate in discussions, to submit short assignments from time to time. They are also expected to submit a semester-end paper (on a research topic of their own choosing) by the end of the semester. The paper should be about 2,500 (~ 3,000) words, and the number of words excludes notes and bibliography. The paper should be written in a formal style, with reference notes and a list of bibliography.

Although optional, students are also encouraged to make a brief presentation during the semester. (Further details will be announced in class.)

The course plan below is a guideline, and the details are subject to change depending on the circumstances. The number of On-Demand classes and Zoom classes are also subject to change, depending on the circumstances. The students are expected to check the announcements and follow the instructions.

Active Learning Methods [Description](#)

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

## Preparatory Study

- Pre-lecture: students are expected to read through the materials and references distributed in class in advance.
- Post-lecture: students are expected to read related literature to deepen their knowledge of the lecture contents.
- Revision: review the lecture notes, check the areas of insufficient understanding and do further reading.

## Course Plan

### Lesson 1

Introduction [On-demand]

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### Lesson 2

Japan and the World before the Opening of Japan  
Please check the Online announcement. [On-demand]

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### Lesson 3

The Opening of Japan and the international society in the mid-nineteenth century [face-to-face]

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### Lesson 4

The First Treaty with the West: Lecture [face-to-face]

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### Lesson 5

The Analysis of the First Treaty with the West(the US-Japan Treaty of Peace and Amity): Presentation and Discussion [face-to-face]

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### Lesson 6

Subsequent treaties with the West: Lecture

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### Lesson 7

Japanese visits abroad and their influence on Japan in the 1860s / The changing attitudes (domestic & diplomatic) of Japan in the Bakumatsu and early Meiji Era

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### Lesson 8

The Iwakura Mission (1): Lecture

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### Lesson 9

The Iwakura Mission (2): Presentation & Discussion

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### Lesson 10

Japan and the World <1870s ~ 1900> (1): Lecture

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### Lesson 11

Japan and the World <1870s ~ 1900> (2): Analysis of Fukuzawa Yukichi "On De-Asianization (Datsua-Ron)".  
Presentation & Discussion

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### Lesson 12

Japan and the World <1870s ~ 1900> (3): Presentation & Discussion

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## Lesson 13

Round-up, including Japan and the World <1900 ~ 1930s>: Lecture, Presentation & Discussion

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## Lesson 14

Submission of the Semester-end paper.

In-class essay. Course Summary and Review.

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## Other

Review and summing up / Make-up class /Additional Instruction.

The course plan is a guideline, and the details are subject to change depending on the circumstances.

## Method of Evaluation

Grading Methods :

1. Short assignments during the course. (Details to be announced during class.)
2. Attendance & Class Participation: Attendance and participation in discussion are both essential. Making a mini-presentation is strongly desirable.
3. Semester-end paper on a research topic chosen by the students: to be submitted by the end of the semester. The paper should be about 2,500 (~ 3,000) words, and the number of words excludes notes and bibliography. The paper should be written in a formal style, with reference notes and a list of bibliography. (Further details to be announced during class.)
4. In-class essay on January 20th, 2025.

## Textbooks

Printed materials will be distributed.

## Reference Books

A book list will be provided in class online.

## Lecturer's Comments to Students

1. Please note that the first two classes in October will be Online (On-demand). There will be no live streaming, and all the necessary information will be provided Online. Classes from October 21st onwards will be face-to-face.
2. The maximum number of students in this course is expected to be 35.
- 3, The contents will be a combination of lecture, individual assignments (short essays or quizzes during the semester and a final paper), and discussion. Students are expected to take an active part in the discussion. Making a mini-presentation is strongly desirable. Do not come to class unprepared.

## Question/Comments

After class, and also via Canvas mails.

Keio University Syllabus and Timetable

JAPANESE TRADITIONAL ART OF HUMOR

Subtitle	Ukiyoe, Gesaku, and Short Novels
Lecturer(s)	KATSUMATA, MOTOI
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Mon.2
Campus	Mita
Classroom	461
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25258
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-90123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Japanese society has loved humor and generated various humorous arts. Looking back in history, we can see the origins during the Edo period as the business of printing was becoming more established and images and words resonated throughout society.

In this course, we will examine the traditional arts of humor between the 17th and 19th centuries in English translation. Selections have been chosen in terms of connection between images and words. These include pictures, *gesaku* (戯作, popular fiction written in the mid-18th century), and short novels.

The focus of each class meeting will be on close reading and discussion. Students are therefore expected to write brief response essays (approximately 150 words) before each class, starting with our 3rd meeting and continuing through to the 14th meeting. This should include a personal reactions and potential discussion topics.

As a final project, each student will be required to submit a final paper. The writing assignments will be evaluated for their coherence, critical argumentation, persuasiveness, and thoroughness of engagement with the material. Success in this course is based on the expectation that students will spend a minimum of 2 hours of study time per week in preparation for class (readings, papers, discussions, preparation for exams, etc.).The class will be held all in English.

Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

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

Course Plan

Lesson 1

**Lesson 2**

Pictures 1: Manga  
Hagio Moto “The Willow Tree (*Yanagi no Ki*, 柳の木)”

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**Lesson 3**

Pictures 2: Ukiyo-e  
Utagawa Kuniyoshi(歌川国芳)’s works

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**Lesson 4**

Gesaku 1: Monsters  
"The Monster Takes a Bride"

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**Lesson 5**

Gesaku 2: Playboy(1)  
“Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)”

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**Lesson 6**

Gesaku 3: Playboy(2)  
“Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)”

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**Lesson 7**

Gesaku 4: Playboy(3)  
“Playboy, Grilled Edo Style (*Edo Umare Uwaki no Kabayaki*, 江戸生艶気蒲焼)”

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**Lesson 8**

Gesaku 5: Describing the game of love  
“Forty-Eight echniques for Success with Courtesans (*Keisei-Kai Shijūhatte*, 傾城買四十八手)”

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**Lesson 9**

Short novel 1: Describing human nature  
“They Thought Him No Different from Grubs (*Hito Niwa Bofuri Mushi Dozen Ni Omoware*, 人には棒振虫同然に思はれ)”

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**Lesson 10**

Short novel 2: Money(1)  
"The Foremost Lodger in the Land" from “The Japanese family Storehouse (*Nihon Eitai Gura*, 日本永代蔵)”

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**Lesson 11**

Short novel 3: Money(2)  
‘Mr. Heitarō’ from “Worldly Mental Culculations (*Seken Munezan’yō*, 世間胸算用)”

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**Lesson 12**

Short novel 4: Male-male sexuality in samurai society  
Preface and ‘Through Bearing an Umbrella, He was Rained Upon’ from “The Great Mirror of Male Love (*Nanshoku Ōkagami*, 男色大鑑)”

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**Lesson 13**

Short novel 5: Male-male sexuality in kabuki society

‘He Pleaded for His Life at Mitsudera Hachiman’ from “The Great Mirror of Male Love (*Nanshoku Ōkagami*, 男色大鑑)”

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## Lesson 14

Short novel 6: Filial Piety

‘I am a Priest at End of my Road’ from “Twenty Local Paragons of Unfilial Piety (*Honchō Niju Fukō*, 本朝二十不孝)”

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## Other

Office hour

## Method of Evaluation

Attendance 10 %

Class participation 50%

Web posts 15%

Final paper 25%

## Textbooks

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

## Reference Books

Ihara Saikaku, *The Great Mirror of Male Love*, tr. Paul Gordon Schalow (California: Stanford University Press, 1990).

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

Keio University Syllabus and Timetable

OTAKU CULTURE IN JAPAN AND ITS  
TRANSNATIONAL RELATION

Lecturer(s)	SUGIURA, KAZUNORI
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Fri.3
Campus	Mita
Classroom	411
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74718
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-86

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

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

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

Active Learning Methods [Description](#)

Fieldwork

## Preparatory Study

none

## Course Plan

### Lesson 1

**“Japanese Otaku Culture Surrounded and Distributed in Akihabara”** There are always relations between the Japanese “Otaku Culture” and its distributed location. “Akihabara” is one of the areas in Japan making an excessive influence on “Otaku Culture”. The first three weeks of this course will start out with introduction, and understanding a place called “Akihabara” in Tokyo: a presentation layer of Japanese “Otaku Culture”. We will also learn the “Shift”, “Change” and “Transformation” in Akihabara to analyze based on social cultural perspective. We will also share virtual tour to “Akihabara” with videos. During this virtual tour, we will check the co-existence of “Media Contents (Software)”, “Hardware” and “Service” in Akihabara, influencing and re-inventing each other creating endless cycle of evolution.

### Lesson 2

#### **"Akihabara Tour"**

We will be creating a group. The entire group will be going to Akihabara as a walking tour with some of the themes discussed on first class. During the tour, we will check the co-existence of “Media Contents (Software)”, “Hardware” and “Service” influencing and re-inventing each other creating endless cycle of evolution inside “Akihabara” We will also keep in mind its changes in evolution while we do our next tour in the latter half of this course in spare time. Please note it is not mandatory to join this Akihabara tour if you are already a frequent Akihabara tourist.

### Lesson 3

#### **"Summary of Akihabara Culture"**

We will summarize the characteristics of Akihabara based on the tour last week, Understanding how Akihabara has been a place suitable for Otaku.

### Lesson 4

#### **"Video Game Console and Gaming Industries Part 1"**

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

### Lesson 5

#### **"Video Game Console and Gaming Industries Part 2"**

Understanding Cosumer Gaming Consoles.

### Lesson 6

#### **"Gaming and Network"**

Networks, connecting computers on both ends, actually connected a peoples’ interaction that are using them. This session will introduce the figurative implementation based upon Japanese “Omotenashi” pursue and technology used in the network games.

### Lesson 7

#### **"Doujin and Comike Part 1"**

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

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

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## Lesson 8

### "Otaku Event Management"

Otaku is somewhat socialized people. we will discuss about how otaku events are being handled and managed.

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## Lesson 9

### "Cosplay and Event"

"Role-playing" to become Anime and Comic character is once given birth by the "board game" ages. Japanese Otaku cultures have evolved such “role-playing” to one of MR (Mixed Reality) transparent expression. We will understand the expression techniques, technologies of “Cosplay”, and also seek into rational desires contained in its expressions. Anime and Comike cultures have given new expression to creativity.

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## Lesson 10

### "Kigurumi"

Kigurumi is a new expression scheme to become a character of contents. In this session, we seek how otaku kigurumi enthusiasts experience the kigurumi culture.

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## Lesson 11

### "Creative Expression (Ita-sha and ETC)"

Majority of Otaku creations are disclosed and presented to public as a work of art and as a cultural expression. We will seek the evolution principle of Otaku culture based on handicap principle expressed by Amotz Zahavi. We focus on Designs of “痛車(Ita-sha or Ouch Cars), decorating stickers or directly painting an Anime characters to body of the car. What are the psychological backgrounds and motivations to create such art? What are the creative technologies used for creation? How can we apply these powers to new innovations?

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## Lesson 12

### "Idol and Passionate/Braves:漢(おとこ), Instinct, sense, and desire Part 1"

Otaku(Wotaku) motivated from Idols are also called as Passionate /Braves: “漢(おとこ)”. Within these practices of ever-changing popularity against the collection of idols, we will seek into its management and stealth marketing strategy to keep these Wotaku in a position to support Idol (Ideal) world. With a specific example, we will also discuss the limitation in the Idol market based on its capitalism society of passionate Wotaku organizational cohesion community equipped with its social Darwinism.

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## Lesson 13

### "Moe, Simulacra, Desire, and Motivation"

What is “Moe(萌え)”? With specific example of creation from pop cultures, we will seek for the hints of its origins and essence. Why is there a culture that created a character called “Otokonoko(男の娘)”: a Boy in cute girls’ outfit? With a mixture of the pop culture and the Real world that we live in, we will evaluate a form of “Moe” based upon some of the perspective such as a life given from creation of “Lolicon: Lolita Complex”, and “Shota” or the personification of inorganic forms(擬人化).

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## Lesson 14

### "Future of Otaku"

Contents created by so called “Cool Japan” does not originate from Japan, but from all over the world. We will see how the origins of Japanese pop culture have re-innovated and developed outside of Japan and now re-influencing the Japanese pop culture.

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## Other

### Wrap ups.

With all the classes we discussed, we will summarize this course to recognize the collaborative possibilities based on Otaku pop cultural activities.

## Method of Evaluation

Evaluation Scheme will be as follows:

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

## Textbooks

Text books and materials will be announced during the lectures.

## Reference Books

Text books and materials will be announced during the lectures.

## Lecturer's Comments to Students

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

## Question/Comments

TARGET SCOPE:

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

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

Assuming Target:

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

Keio University Syllabus and Timetable

MEDIA AND COMMUNICATION STUDIES

Subtitle	Enhance media and digital competencies in the age of interactive communications
Lecturer(s)	ABE, YUKIKO
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Fri.1
Campus	Mita
Classroom	435
Class Format	Online classes (mainly real-time format)
Registration Number	14641
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00213-222-82
	<a href="#">▼ Detail</a>

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The objective of this course is to understand the structural "power" of the media, and develop critical thinking skills to examine on how the media, people, and society affect one another. In addition, students will learn PR and communications so that they can foster media and digital competency to use “owned media” effectively according to their characteristics, and communicate smoothly with people worldwide. The course will incorporate a variety of active learning approaches including dialogue, group work, and presentation in class, instead of a purely lecture format.

Active Learning Methods [Description](#)

Presentations  
Discussions, Debates  
Group work

Preparatory Study

- Students are expected to come to class prepared with assignments. The amount of assignments will take one to two hours for each lecture. The final group presentation may require more time than this, as there will be time to prepare it during the winter break.
- Assignments will vary each time and will include relevant readings, video watching, worksheets (including research), and presentation preparation.
- The instructor will explain the assignments at the end of each lecture and will also provide specific details on Keio's LMS ( Keio Canvas ).

Course Plan

Lesson 1

Introduction:Class Introduction – 1) Course overview 2) Instructor’s background for media, the U.N and Tokyo 2020 Olympic and Paralympic Games 3)Students’ introductions

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## **Lesson 2**

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

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## **Lesson 3**

Media and Power (2): Case Studies of a Single Story

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## **Lesson 4**

Media and Gender

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## **Lesson 5**

Media and Ethnicity

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## **Lesson 6**

Media and Ethnicity: Case Studies

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## **Lesson 7**

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

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## **Lesson 8**

Discourse Analysis (2) : Case Studies of World Leaders' COVID 19 speeches

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## **Lesson 9**

Basic idea of Communications and Marketing

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## **Lesson 10**

Interactive Communications in the Digital Age

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## **Lesson 11**

Interactive Communications in the SDGs Age

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## **Lesson 12**

Case Studies of SDGs Communications in the world

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## **Lesson 13**

Students’ Presentation

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## **Lesson 14**

Interactive Communications and Surveillance Capitalism

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## **Other**

Report

## Method of Evaluation

- Class participation and weekly assignments 40%
- Presentation 30%
- Report 30%

## Textbooks

- Original materials prepared by the instructor

## Reference Books

- MEDIA CULTURE AND SOCIETY, Paul Hodkinson, SAGE, 2016, ISBN-10 :1473902355
- Geeks Bearing Gifts: Imagining New Futures for News, Jeff Jarvis, CUNY Journalism Press, 2014, ISBN-10 :19392937
- Exploring Public Relations and Management Communication (Fifth Edition) , Pearson Education Limited, Ralph Tench & Stephen Waddington, 2020, ISBN-10: 1292321741
- The Age of Surveillance Capitalism, Shoshana Zuboff, PublicAffairs, 2019, ISBN-10: 1610395697
- Hamlet's BlackBerry: A Practical Philosophy for Building a Good Life in the Digital Age, William Powers, Harper Perennial, 2010, ISBN-10: 0061687162
- The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures, Erin Meyer, Public Affairs, 2014, ISBN-10 : 9781610392761
- Propaganda, Edward Bernays & Mark Crispin Mille, Ig Pub, 2004, ISBN-10: 9780970312594
- On Dialogue, David Bogm, Routledge, 2004, ISBN-10 : 0415336414

## Lecturer's Comments to Students

- This class will be held online via ZOOM. The ZOOM address for the first and each lecture will be posted on the class LMS (Keio Canvas).
- The class involves "interactive" seminars where students actively participate in the class through pair and group work, rather than one-way knowledge transfer by the instructor.
- The final report is expected to be submitted at the examination period.
- The schedule may be adjusted according to the progress of the class.
- This class is conducted by an instructor who has a rich practical experience in the field of Journalism and Public Relations at the Yomiuri Shimbun (a leading newspaper in Japan); international media outlets; the PR section of the United Nations; a Hawaii based think tank; the East-West Center in the United States; and Tokyo 2020 Olympic and Paralympic Games.

## Question/Comments

I will give introduction of the class at the first session, but if you need to confirm anything before then, please contact the instructor.

The instructor's e-mail address is [yukiko.abe@keio.jp](mailto:yukiko.abe@keio.jp)

Keio University Syllabus and Timetable

INTRODUCTION TO CYBERSECURITY

Lecturer(s)	BANA, GERGELY I.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Fri.4
Campus	Mita
Classroom	436
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25535
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-90313-212-83

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods [Description](#)

Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

Review of previous lectures - 1-2 hours  
3 homework assignments  
1 final take-home assignment

Course Plan

Lesson 1

Security in an Interconnected World

Lesson 2

### **Lesson 3**

Cyberattacks and cybercrime

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### **Lesson 4**

Typical vulnerabilities

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### **Lesson 5**

Classical approaches to secure communication

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### **Lesson 6**

Modern cryptographic primitives: public key, secret key infrastructures

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### **Lesson 7**

Building secure systems from secure primitives

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### **Lesson 8**

Evolving cybersecurity: Blockchains, Quantum computing

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### **Lesson 9**

Cyber Laws and Forensics

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### **Lesson 10**

Personal Cybersecurity

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### **Lesson 11**

E-commerce and digital payments

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### **Lesson 12**

E-voting

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### **Lesson 13**

Social Media and Security

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### **Lesson 14**

Special cybersecurity challenges in Japan and East Asia

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### **Other**

Review and Conclusion

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## **Method of Evaluation**

3 homework assignments - 60%

1 take-home final exam - 30%

Class attendance - 10%

# Reference Books

Robin Sharp: Introduction to Cybersecurity  
Ajay Singh: Introduction to Cybersecurity

Keio University Syllabus and Timetable

INTRODUCTION TO PROBABILITY AND STATISTICS FOR LIBERAL ARTS

Lecturer(s)	BANA, GERGELY I.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Fri.2
Campus	Mita
Classroom	436
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	25540
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-90413-212-83

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods [Description](#)

Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

Review of previous lectures - 1-2 hours  
3 homework assignments  
1 final take-home assignment

Course Plan

Lesson 1  
Randomness, frequencies, subjective and objective probability

Lesson 2

Some combinatorics and counting combinations, permutations

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### **Lesson 3**

Discrete random variables, expected value, variance

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### **Lesson 4**

Conditional probability, Bayes' theorem, base rate fallacy

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### **Lesson 5**

Joint distributions, covariance, correlation, independence

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### **Lesson 6**

Bernoulli, binomial, geometric and Poisson distributions

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### **Lesson 7**

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

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### **Lesson 8**

Law of large numbers and the Central Limit Theorem

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### **Lesson 9**

What Statistics is and how it is different from Probability

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### **Lesson 10**

Frequentist parameter estimation, confidence intervals

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### **Lesson 11**

Hypothesis testing

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### **Lesson 12**

Bayesian inference with known priors

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### **Lesson 13**

Bayesian inference with unknown priors

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### **Lesson 14**

Discussing actual statistical analyses on topics concerning Japan

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### **Other**

Review and Conclusion

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## **Method of Evaluation**

3 homework assignments - 60%

1 take-home final exam - 30%

Class attendance - 10%

# Reference Books

Canning: Statistics for the Humanities  
Freedman, Pisani, & Purves: Statistics  
Devore: Probability and Statistics for Engineering and the Sciences

Keio University Syllabus and Timetable

JAPANESE IMMIGRATION POLICY IN A COMPARATIVE PERSPECTIVE

Subtitle	Japanese Immigration Policy in a Comparative Perspective
Lecturer(s)	KASHIWAZAKI, CHIKAKO
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Tue.5
Campus	Mita
Classroom	421
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74741
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-08

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The purpose of this course is to learn about and better understand the nature of immigration policy and politics in Japan. In comparative immigration literature, Japanese policy is characterized as highly restrictive, reflecting a preference for an ethnically homogeneous society. However, large-scale migration flows to and from the Japanese archipelago occurred under the Japanese empire. In addition, immigration of 'newcomers' since the 1980s has increased ethnic and cultural diversity in some local communities. More recently, the government has implemented a series of policies to combat shortage of workers. As Japan faces the demographic challenge common to advanced industrial societies of a shrinking labor force, management of immigration and the social integration of foreign residents/ immigrants assumes great importance for public policy. While retaining the comparative perspective, we will discuss immigration in Japan in terms of the legal framework, policy making, public discourse, and views of immigrant communities themselves.

Active Learning Methods [Description](#)

Presentations  
Discussions, Debates

Preparatory Study

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

## Course Plan

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### Lesson 1

Introduction to the course

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### Lesson 2

Theories of migration / Migration under imperial Japan

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### Lesson 3

Postwar immigration control system and Zainichi Koreans

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### Lesson 4

Arrival of newcomers and the 1990 immigration control law

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### Lesson 5

Approaches to labor shortage / Technical interns and Specified Skills Workers

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### Lesson 6

Global competition for highly-skilled workers

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### Lesson 7

Refugee policies

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### Lesson 8

Development of social integration policy

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### Lesson 9

Approaches to social integration

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### Lesson 10

Demographic trend and the politics of immigration

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### Lesson 11

Immigration and nationalism

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### Lesson 12

Immigration and transnationalism

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### Lesson 13

Presentations on research papers

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### Lesson 14

Summary and review

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### Other

## Method of Evaluation

Evaluation will be based on the following: attendance / participation in classroom discussion (15%); weekly study questions (30%); in-class short essay writing (10%); a research paper of approximately 1,800 words (35%); and an oral presentation on the research paper (10%).

## Textbooks

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

## Lecturer's Comments to Students

- About the course: As an International Center course, the class is conducted entirely in English. Students are expected to read the assigned materials beforehand and to participate actively in group discussion. Anyone interested in immigration issues and/or East Asian studies are welcome.
- Class format: This course will be offered in person.
- Attendance policy: Students who have missed more than four classes without a legitimate reason will not be able to earn course credits. Please notify the instructor beforehand when you have to miss a class.
- Method of feedback on assignments: We use K-LMS (Canvas) for class management. Feedback on assignments will also be provided through the system.

## Question/Comments

In the classroom or via K-LMS inbox messages.

Keio University Syllabus and Timetable

JAPAN SEEN FROM OUTSIDE: JAPAN'S PERCEPTION IN EUROPE AND NORTH AMERICA OVER THE LAST 500 YEARS

Subtitle	Japan Seen from the Outside: An exploration of European and U.S. American perceptions of Japan's culture and society over the last 500 years
Lecturer(s)	RIESSLAND, ANDREAS K.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Mon.2
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	14675
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-04
<div>▼ Detail</div>	

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

In this course, we will take a close look at the way Japan was, and continues to be, perceived in Europe and North America. Course members will analyze a series of historical documents from European and North American sources and investigate how the view of Japan has developed in these countries over time. At the center of this investigation are three questions:

- Which images and stereotypes about Japan can be found in these documents?
- How much did these images and stereotypes change with time?
- How much did they stay the same?

In addition, the course members will analyze and give group presentations about certain key periods in the history of Japan's encounter with Euroamerica.

Active Learning Methods [Description](#)

Presentations  
Discussions, Debates  
Group work

Preparatory Study

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

## Course Plan

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### Lesson 1

What is it all about? - Introduction

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### Lesson 2

Where is Paradise? - Early images of Japan in Europe

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### Lesson 3

The Good People - Japan in pre-Edo documents in Europe

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### Lesson 4

Odd Encounters - The Meiji era delegations to Europe and North America

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### Lesson 5

The Upside Down World - Testimonies from early Meiji Japan

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### Lesson 6

First work session for student presentations

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### Lesson 7

Second work session for student presentations

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### Lesson 8

(student led session) The Early Stages - Orientalism

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### Lesson 9

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

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### Lesson 10

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

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### Lesson 11

(student led session) The Economic Giant - Japan praise and Japan bashing

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### Lesson 12

(student led session) After the Fall - Japan's renown as a centre of urban culture

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### Lesson 13

Now what? - Reconsidering the past, speculating about the future

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### Lesson 14

Course review and follow-up discussion, if required.

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### Other

Assignments: The required reading and viewing will be announced in class and, together with supplementary readings, be uploaded to prior to the first session.

## Method of Evaluation

In-class discussion is the central component of the course, and at the beginning of each class, everyone is expected to be familiar with the relevant assigned readings. Class participation counts for 40% of the grade. Writing assignments count for 20%, the final project (presentation & paper) 40%. All written work should be 100% one's own words (with full reference and citation), submitted on time, of appropriate length, and on topic. Plagiarism is cheating, and you will fail the course if you copy more than 2 words from any source without correct citation, quotation and reference. Late work will be penalized or simply not accepted. About 2 hours of homework are expected each week. All written assignments (essays, power-points, self-introductions, etc) should be submitted through K-LMS. Details will be announced during the first lessons.

## Textbooks

All reading materials will be distributed by the instructor or made available on the K-LMS website.

## Reference Books

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

## Lecturer's Comments to Students

Because the course is based on group discussion and students' individual presentations, which requires active engagement on the part of every student, enrolment will be limited to 25 students. If more than 25 students seek to join, a lottery will be carried out by the administration.

## Question/Comments

There are no set office hours, but students should feel free to contact me anytime by email or speak to me after class. I am happy to talk as long as there is time available.

Keio University Syllabus and Timetable

EDUCATION IN JAPAN: ISSUES OF CULTURE, SOCIAL STRUCTURE, & WORLDVIEW

Subtitle	Education in Japan: Learning Culture, Social Structure, & Worldview
Lecturer(s)	RIESSLAND, ANDREAS K.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Mon.3
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	83958
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-09

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Education offers a useful lens for looking at Japan’s society (or societies), for education is all about becoming a functioning member of society. It focuses on issues such as what one needs to know to act properly, whom to respect, when to speak, and who to become. Education is also a critical site of the ongoing debate about globalization, bringing the spread of English along with an increased presence of ethnic and social minorities. What is more, looking at education helps us understand Japanese family structure, food, fashion, and the culture of the everyday, all of which reflect (and construct) culture, social structure, and worldview.

In general, Japanese education has a bad reputation. Some scholars point out that bullying is widespread. Certainly there is a dark side, but there is also a lot to acknowledge and learn from. This course aims to look at Japanese education critically, yet with a multidisciplinary perspective and an objective balance, in order to gain a deeper understanding of contemporary Japan. Each week, there will be assignments of approximately 15-30 pages that everyone is required to read before class, and attention will be given during class to exploring the issues raised in these assignments, deepening analytic understanding, and articulating both a personal and academic response.

The course will be conducted entirely in English. It is open to students from Keio and from abroad. For international students, the goal is to expand knowledge of Japan in a way that will help negotiate living and working in this country. For Japanese students, the goal is to deepen awareness of one's own culture, and practice explaining local customs and worldviews to people from abroad.

Active Learning Methods ⓘ [Description](#)

- Presentations
- Discussions, Debates
- Group work

## Preparatory Study

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

## Course Plan

### Lesson 1

Introductions and overview:  
Guidelines, possibilities, key concepts

### Lesson 2

Topic: Diversity, distinctiveness, & social division  
Reading: Okano (2009) School Culture

### Lesson 3

Disciplining the child, connecting the community  
Reading: Lewis (1995) Roots of Discipline

### Lesson 4

Topic: Establishing Conformity  
Reading: Bjork & Fukuzawa (2013) School Guidance in Japanese Middle Schools

### Lesson 5

Topic: Parental involvement - *obentō*  
Reading: Allison (1991) Japanese mothers and obentōs

### Lesson 6

Topic: Parental Involvement - *kyōiku mama*  
Reading: Holloway et al. (2010) From Kyōiku Mama to Monster Parent

### Lesson 7

Topic: Sports, coaching, & discipline  
Reading: Miller (2013) For Basketball Court and Company Cubicle

### Lesson 8

Topic: Bullying, marginalization, & pressure to conform  
Reading: McDonald & Kawai (2017) Punishing Coaching

### Lesson 9

Topic: Studying in English - English as the Classroom Language  
Reading: Brown (2017) Why and Why Now?

### Lesson 10

Topic: Others – Immigrants, foreigners, & returnees  
Reading: Kanno (2003) Imagined Communities

### Lesson 11

Independent Reading  
(from Supplementary References, Google search, & teacher recommendation)

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## Lesson 12

Data Collection, Analysis, & Writing

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## Lesson 13

Final Presentations

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## Lesson 14

Course review and follow-up discussions, if required.

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## Other

There may be other reading/viewing assignments in addition to the ones noted here. In that case, they will be announced in class and posted on or the Google Classroom webpage.

A list of references, both required and supplementary, will be uploaded to prior to the first session.

## Method of Evaluation

In-class discussion will be the central component of the course, and everyone is expected to walk in the door prepared to talk about the assigned readings. Class participation counts for 30% of the grade. Writing assignments count for 30%, the final project (presentation & paper) 40%. All written work should be 100% one's own words (with full reference and citation), submitted on time, of appropriate length, and on topic. Plagiarism is cheating, and you will make a D if you copy more than 2 words from any source without correct citation, quotation and reference. Late work will be penalized or simply not accepted. About 2 hours of homework (or so) is expected each week. All written assignments (essays, power-points, self-introductions, etc) should be submitted via the Google classroom page, which will be made available at the beginning of the semester.

## Textbooks

All reading materials will be distributed by the instructor, placed on reserve in the library, made available on the website, or uploaded to the Google classroom homepage.

## Reference Books

- DeCoker, G. & Bjork, Christopher. (2013). *Japanese education in an era of globalization. Culture, politics, and equity*. NY: Teachers College Press.
- Sato, S. & Doerr, N.M. (Eds). (2014). *Rethinking language and culture in Japanese education*. Multilingual Matters.
- Willis, D.B. (2006). Learning culture, learning citizenship: Japanese education and the challenge of multiculturalism. In Lee & Befu (Eds.), *Japan's diversity dilemmas* (pp. 47-74).

## Lecturer's Comments to Students

Because the class is based on group discussion and on students' individual presentations, which requires preparation and active engagement on the part of every student, enrolment will be limited to 25 students. If more than 25 seek to join, a lottery will be carried out by the IC Office.

## Question/Comments

There are no set office hours, but students should feel free to contact me anytime by email, speak to me before or after class, or make an appointment. I am happy to talk if there is time available.

Keio University Syllabus and Timetable

HUMAN RESOURCE MANAGEMENT IN THE ASIA PACIFIC REGION

Lecturer(s)	DRUMMOND, DAMON
Credit(s)	2
Academic Year/Semester	2024 Fall(1st Half)
Day/Period	Tue.1,2
Campus	Mita
Classroom	462
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	75088
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00243-212-07

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

Class members will learn the key concepts in human resource management in an Asia Pacific environment (HRM AP). This course aims to be member centered interactive learning as far as possible.

- The objectives of this course are to:
- 1 Enable students to understand how HRM is a key function of organizations especially within the context of HRM AP.
  - 2 Develop the students knowledge and awareness of the nature of HRM inter-relationships and principles for HRM AP.
  - 3 Learn about significant differences in HRM AP external and internal environments for various economies and cultures.

- Standards to be achieved.

To achieve this, a good understanding of the fundamentals of HRM principles and processes will be necessary. Added to this will be new comparative knowledge concerning HRM in AP countries, analyze and apply concepts to critique optimal solutions and comparisons.

This course will be taught in class with individual and team components.

Active Learning Methods [Description](#)

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

## Preparatory Study

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

## Course Plan

### Lesson 1

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

### Lesson 2

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

### Lesson 3

Discussion of HRM and its close association to organization strategy and the cross-cultural environment.

### Lesson 4

Demonstration of the Western approach to HRM.

### Lesson 5

A consideration of Japanese HRM.

### Lesson 6

A review of Chinese centred HRM.

### Lesson 7

Explanation of the case for South Korea.

### Lesson 8

Review of the North Asian deposition

### Lesson 9

Depiction of the Indian Case

### Lesson 10

Review of Thailand

### Lesson 11

Understanding of the Vietnamese case

### Lesson 12

Comparison of Malaysian and Singapore examples

### Lesson 13

## Lesson 14

Final presentations of class consulting reports

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### Other

Final presentations of class consulting reports.

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

## Method of Evaluation

Assessment Task 1 (Individual) 30%

a) Weekly Discussion Cases - Top ten counted.

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

Assessment Task 2 (Team). 15%

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

Assessment Task 3 (Individual) 15%

- In class and online discussion page participation

Assessment Task 4 (Team) 40%

- Final Consultant Presentation and Report (750 words per member) (Team)

. Comparing Japan or USA with a presented Pacific country. Due last class of the course.

- Total 100%

TAKE NOTICE:

1) Any assignment schedules missed will be penalized 10% immediately and 1% per day thereafter.

2) Weekly means each week is assessed independently and not in a summary review.

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

4) Members must be successful in each section of grade assessment to complete.

## Textbooks

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

## Reference Books

Asia Pacific Journal of Human Resources, OCLC number 52029127

Dessler, S., 2022, Human Resources Management, 17e Pearson ISBN 9781292018430 (Keio E-book)

Connell, J., Teo S.,(Eds) (2011). Strategic HRM : contemporary issues in the Asia Pacific region, 1st e, Tilde University Press, ISBN 9780734610805

Nankervis, A., Rowley, C., and Salleh, N.M., 2016, Asia Pacific Human Resource Management and Organisational Effectiveness - Impacts on Practice, Chandos Publishing, ISBN 978-0-08-100643-6, DOI

<https://doi.org/10.1016/C2014-0-04366-3>

Rowley, C., (1998) Human resource management in the Asia Pacific region convergence questioned Frank Cass Publishers, London. (Keio E-book)

Rowley, C., Sohn, T.W., Bae, J.S., (Eds) (2002), Managing Korean business: organization, culture, human resources and change, Studies in Asia Pacific business, London.

Saha J., Rowley C., 2014, Changing Role of the Human Resource Profession in the Asia Pacific Region, Chados Publishing ISBN 9780857094759

Shen, J., Edwards, V., (2006), International Human Resources Management in Chinese Multinationals, Routledge, ISBN 978415649261

Tarique, I., Briscoe, D., Schuler, R., (2016). International Human Resource Management, 5e, Routled

## Lecturer's Comments to Students

In the past many members who have taken this course have not previously completed any other previous human resource management (HRM) courses. So to some extent it will likely be necessary to begin by building some HRM foundations depending upon the background of members. Reading of textbooks or references, such as Dessler (2019), is encouraged before the course begins.

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

Written submissions style:

Written assignment should be A4 typed in 12 point, 1.5 line space format is the guide for pdf submitted documents. Name written top right of front page and page numbered at the bottom of each page. Line One should state clearly the exercise heading and/or related assignment and then question numbers addressed. Assignments will be submitted to the course report submit folder. (Further details on location will be provided first class.)

Teaching Methodology:

Class time will be devoted to delivering materials and, if possible, it is planned to have in class small group discussions but this will depend on the membership composition of the class and will be discussed further.

## Question/Comments

Any queries or comments should be addressed to the facilitator by email to [damondrummond@mac.com](mailto:damondrummond@mac.com)

Keio University Syllabus and Timetable

CHINA, JAPAN AND KOREA COMPARATIVE MANAGEMENT

Subtitle	Advanced learning of comparative management approaches
Lecturer(s)	DRUMMOND, DAMON
Credit(s)	2
Academic Year/Semester	2024 Fall(1st Half)
Day/Period	Mon.1,2
Campus	Mita
Classroom	467
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	75107
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00243-212-07

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course reviews international contextual influences and strategic factors which shape organizations and managerial practices across different cultural settings, and highlights cases concerning China, Japan and Korea (CJK).

The aim is to develop skills to review and determine methods for critiquing and recommending solutions for business methods and or strategies for the case situations presented. Most importantly, members should be capable to effectively communicate solutions to issues identified.

Standards to be achieved: Upon completing this class, members should be able to:

- 1. Know the relationship between strategic and structural aspects of comparative international business organizations;
- 2. Be able to analyse and identify the various socio-economic and cultural influences to international organization issues; and,
- 3. Be able to demonstrate an understanding and ability to to apply concepts to find solutions to issues identified.

The course is taught interactively with weekly in class exercises. To make this effective, preclass reading and exercise preparation is required. Team work is expected for some class activities and final exercises.

Active Learning Methods [Description](#)

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

## Preparatory Study

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

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

## Course Plan

### Lesson 1

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

### Lesson 2

Introduction to the Approaches in Comparative Management: What is Strategy?

### Lesson 3

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

### Lesson 4

Framing China, Japan and Korea

### Lesson 5

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

### Lesson 6

Institutional Diversity and Management

### Lesson 7

Integrating Approaches

### Lesson 8

Comparative corporate governance

### Lesson 9

Operations Management

### Lesson 10

Structural, cultural and strategic considerations

### Lesson 11

Networks and Clusters of Economic Activity

### Lesson 12

Globalization and implications and societal specificity

### Lesson 13

## Lesson 14

Integrative Case Presentations to the Board of Directors as Consultants

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### Other

The above will be adjusted as the class progresses

### Method of Evaluation

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

Assessment Task 1 (Individual) 30%

- Best 10 of 12 Weekly Case Reviews

. Weekly topic class question assignments submitted to online discussion page insertion, (200-350 words).

Assessment Task 2 (Individual) 15%

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

. Quality and supported contributions to class discussions

Assessment Task 3 (Team) 15%

- Team class leadership presentation reflection exercise (Team)

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

Assessment Task 4 (Team) 40%

- Team topic presentation and summary report

. CJK team assignment set on a topic for a Board of Directors class presentation and report summary.

- Total 100%

TAKE NOTICE:

- 1) Any assignment deadlines missed will be penalized 10% immediately and 1% per day thereafter.
- 2) Weekly means each week is assessed independently and not in a summary review. Peer review includes ratings by other class members of your team contribution and impacts upon your individual assessment.
- 3) Members must be successful in each section of the above assessment to complete.

### Textbooks

Sorge, A., Noorderhaven, N., Koen, C., 2024, Comparative International Management, Routledge.

### Reference Books

Alston, P., 1989, Wa, Guanxi, and Inhwa: Managerial principles in Japan, China, and Korea  
Business Horizons, 32, 2, March–April, 26-31.

Cho Y., Shin M., Sugiri M., Ota M., Choi M.C., 2016, A Comparison of Leadership Effectiveness among China, Japan, and Korea: Crossvergence Perspective, Academy of Management Proceedings, Vol. 2016, No. 1.

Fitzgerald, R., Rowley, C., 2016, MNCs from the Asia Pacific in the global economy: examples and lessons from Japan, Korea, China and India, Asia Pacific Business Review

Rowley, C., Benson, J., Warner, M., 2004, Towards an Asian model of human resource management? A comparative analysis of China, Japan and South Korea, The International Journal of Human Resource Management 15, 4-5, 917-933.

Rowley, C., Ishikawa, J., & Oh, I., 2018, Changing facets of leadership in East Asia: globalization, innovation and performance in Japan, South Korea and China, Asia Pacific Business Review

Thompson, Peteraf, Gamble, Strickland, 2015, Crafting and Executing Strategy; Concepts and Cases. McGraw-Hill.

Zhang, Y.B., Lin, M.C., Nonaka, A., Beom, K., 2005, Harmony, Hierarchy and Conservatism: A Cross-Cultural Comparison of Confucian Values in China, Korea, Japan, and Taiwan

Communication Research Reports, 22, 2, 107-115.

Other references to be provided

## Lecturer's Comments to Students

Comparative management takes a Worldview systematic comparison whereas international management is normally comparing two a few country environments.

There are individual and team components of assessment. Participation and personal performance on in-class exercises and discussions will be viewed as marks for assessment. The quality of participation is as important as the quantity of participation. Keep in mind that it is impossible to participate if you do not ATTEND.

The course is busy but efforts are rewarded by learning.

Written submissions style:

The style guide for all written submissions should be on A4, typed 12 point, 1.5 spaced. Name at top right on front page. All citations and references are written according to APA or Chicago style. The paper should clearly state the chapter and question being answered. Electronic hand in by PDF format is standard.

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

## Question/Comments

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

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2024 Fall(1st Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	447
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	18666
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The purpose of this course is to introduce the students to contemporary Sino-Japanese relations and enhance their understanding of the dynamics between the two countries over the decades. The course first presents the general broader view of the bilateral relations and its structure in historical perspective, and then examines more thoroughly the key issues in China-Japan relations. The course wraps up with a view at China-Japan relations in the regional perspective.

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

Active Learning Methods [Description](#)

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

Preparatory Study

It is estimated that around 2.5 hours preparation is required for each single session (reading assignments and review of earlier class PPT).

Note that some readings in the syllabus are optional or you only need to choose a chapter among the few. Reading assignments are subject to an update prior to the course. The latest information will be available on Canvas-LMS course page.

### Lesson 1

Course contents and requirements.

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

Below is the list of recommended readings (not mandatory):

1. "Rivalry in Korea and the Sino-Japanese War, 1882–1895." In Vogel, 2019. Ch. 4, pp. 100-131, <https://doi.org/10.2307/j.ctv24w63rq.7>
2. "Japanese Lessons for a Modernizing China, 1895–1937," with Paula S. Harrell. In Vogel, 2019. Ch. 5, pp. 132-174. <https://doi.org/10.2307/j.ctv24w63rq.8>
3. "The Colonization of Taiwan and Manchuria, 1895–1945." In Vogel, 2019. Ch. 6, pp. 175-202, pp. 175-202. <https://doi.org/10.2307/j.ctv24w63rq.9>
4. "Political Disorder and the Road to War, 1911–1937," with Richard Dyck. In Vogel, 2019. Ch. 7, pp. 203-247. <https://doi.org/10.2307/j.ctv24w63rq.10>
5. "The Collapse of the Japanese Empire and the Cold War, 1945–1972." In Vogel, 2019. Ch. 9, pp. 286-326. <https://doi.org/10.2307/j.ctv24w63rq.12>

### Lesson 2

Sino-Japanese relations in the 20th century. Normalisation of relations in 1972.

Reading:

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

Recommended reading:

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

### Lesson 3

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

1. Burcu, Oana. The Chinese Government's Management of Anti-Japan Nationalism during Hu-Wen Era. International Relations of the Asia-Pacific 22 (2), 2022. pp. 237–266. <https://doi.org/10.1093/irap/lcab002>

### Lesson 4

Japan post WW2. Japanese domestic politics and Japan's China policy.

Readings:

1. "Diplomacy and Domestic Interests." In Sheila A. Smith. Intimate Rivals: Japanese Domestic Politics and a Rising China, (Council on Foreign Relations Book). Columbia University Press, 2016. Ch. 2, pp. 17-56.

### Lesson 5

The structure of China-Japan relations. Bilateral relations under different administrations.

Readings (make sure to read at least one chapter upon your choice):

1. "Working Together." In Vogel, 2019. Ch. 10, pp. 327-355.
2. "The Deterioration of Sino-Japanese Relations, 1992-2018." In Vogel, 2019. Ch. 11, pp.356-404.

### Lesson 6

Economic relations and economic security. Japanese ODA to China.

Readings:

1. TBC.
2. Sekiyama T. Japan's Policy toward China under Strong Anti-Chinese Sentiment: A Case of Terminating Yen

## Lesson 7

History and memory in bilateral relations.

Readings:

1. Hai Guo (2022) Sorry seems to be the hardest word: the 1972 system, the reparation issue, and the history problem in Sino-Japanese relations, Critical Asian Studies, 54:1, 22-46, DOI: 10.1080/14672715.2021.2010108

Optional readings:

1. Ryuji, Hattori. Understanding History in Asia: What Diplomatic Documents Reveal." Japan Publishing Industry Foundation for Culture, 2019.

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## Lesson 8

Yasukuni Shrine and its role in bilateral relations.

Readings:

1. "Japan's Imperial Veterans." In Smith, 2016. Ch. 3, pp. 57-100.

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## Lesson 9

Territorial disputes in the East China Sea: Senkaku/Diaoyu Islands, maritime boundary delimitation.

Readings:

1. "A Shared Maritime Boundary." In Smith, 2016. Ch. 4, pp.101-245.
  2. "Island Defense." In Smith, 2016. Ch. 6, pp.188-236.
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## Lesson 10

Debate simulation (territorial disputes).

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

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

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

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## Lesson 11

One-China policy.

(no reading)

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## Lesson 12

Japan's relations with Taiwan.

Readings:

1. Mike Mochizuki (2022) Tokyo's Taiwan Conundrum: What Can Japan Do to Prevent War?, The Washington Quarterly, 45:3, 81-107, DOI: 10.1080/0163660X.2022.2127881
2. Xin, Zhai. "Securing Taiwan: Separating the Two Sides of the Taiwan Strait in Japan's China Policy" Asian Studies Review. 2022. 46(1): 93-109.

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## Lesson 13

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

Readings:

Readings:

1. Insisa, Aurelio & Giulio Pugliese (2022) The Free and Open Indo-Pacific versus the Belt and Road: Spheres of Influence and Sino-Japanese Relations, *The Pacific Review*, 35:3, 557-585, DOI: 10.1080/09512748.2020.1862899

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## Lesson 14

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

Readings:

1. Ken, Jimbo. "The Rise of China and Japan's Foreign Policy Reorientation." In Mingjiang Li and Kalyan M. Kemburi. *China's Power and Asian Security*. Routledge, 2015. Ch. 13, pp.249-264.
2. A reading on Japan's latest security strategy revision TBC.

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## Other

Make-up class; final submission of reflections on selected-topic readings

### Method of Evaluation

1. Preparation for and participation in the debate simulation - 30%
2. Reflection on the readings and weekly topics- 2x20% (twice, student-selected topic).
3. Participation in class discussion (based on the readings) - 30% (cumulative evaluation from each session)

### Textbooks

- \* Smith, Sheila A. *Intimate Rivals: Japanese Domestic Politics and a Rising China* (Council on Foreign Relations Book). Columbia University Press, 2016.
- \* Vogel, Ezra F. *China and Japan: Facing History*. Harvard University Press, 2019.

### Reference Books

- \* Dreyer, June Teufel. *Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations, Past and Present*. Oxford University Press, 2016.
- \* Kokubun, Ryosei, Yoshihide Soeya, Akio Takahara, Shin Kawashima. *Japan-China Relations in the Modern Era*. Routledge, 2017.
- \* Wan, Ming. *Understanding Japan-China Relations: Theories and Issues*. World Scientific, 2015.  
<https://doi.org/10.1142/9629>.

### Lecturer's Comments to Students

The course is introductory-level and thus no prior preparation for the course is required.

The classes will be conducted as interactive lectures, where moderated students' discussion is highly encouraged. Thus, students are expected to come having completed the reading assignments.

Keio University Syllabus and Timetable

ENCOUNTERS WITH THE OTHER IN MODERN JAPANESE SHORT FICTION

Subtitle	Encounters with the Other in Modern Japanese Short Fiction
Lecturer(s)	RAESIDE, JAMES M.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Thu.4
Campus	Mita
Classroom	143-A
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	27212
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO- -212-02

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The aim of this course is to examine Japanese short fiction in the modern period by focussing on those texts containing encounters between representatives of Japan and what lies beyond its shores. These encounters are not confined to meetings between individuals but also include a “meeting of minds” when the protagonist or the text itself can be seen to have engaged with ideas or texts from beyond Japan.

All texts will be discussed on the basis of their English translations, and the language of discussion will be English. However, the original Japanese texts will also be made available for those able to make use of both. Native speakers of Japanese are particularly encouraged to use their knowledge of the original language to add to the discussion. In any case, it is imperative to the functioning of the class that all participants make time to read the stories beforehand and be prepared to talk about them in detail. Only those who have made this effort will be able to participate usefully in the discussion.

Active Learning Methods [Description](#)

Discussions, Debates

Preparatory Study

Read any works of modern literature that interest you, particularly short stories.

Course Plan

Lesson 1

Introductory

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## Lesson 2

Natsume Soseki “The Tower of London”

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## Lesson 3

Mori Ogai “The Dancing Girl”

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## Lesson 4

Akutagawa Ryunosuke “The Faint Smiles of the Gods”

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## Lesson 5

Nagai Kafu American Stories

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## Lesson 6

Tanizaki Junichiro “Aguri”

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## Lesson 7

Hayashi Fumiko "Borneo Diamond"

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## Lesson 8

Oe Kenzaburo “Prize Stock”/“The Catch”

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## Lesson 9

Kojima Nobuo “The American School”

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## Lesson 10

Endo Shusaku “A Summer in Rouen”

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## Lesson 11

Mishima Yukio “Thermos Bottles”

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## Lesson 12

Nosaka Akiyuki “American Hijiki”/ “American Alga”

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## Lesson 13

Kurahashi Yumiko “To Die at the Estuary

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## Lesson 14

Murakami Haruki “Tony Takitani”

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## Other

Reading each story carefully in preparation for the class discussion

## Method of Evaluation

Class Participation: I shall be keeping note of how often you attend and how often you make contributions to the class discussion (50%)

Plus Either

A Final Report (3,000—4000 words) (50%)

- This should conform to normal academic standards, including a list of works cited and consulted and showing evidence of independent research.

Or B Three short papers (1,000-1200 words each). (50%)

- Those who choose option B must submit one of the papers by the middle of the semester (final deadline to be announced during class).

- Failure to submit the first paper by the mid-semester deadline will mean automatic reversion to option A.

Feedback will be provided via email or via the university's Canvas system.

## Textbooks

Pdf files of the relevant texts will be made available via the Keio University website to those registered for the course.

## Reference Books

Gessel Van C. Matsumoto Tomone eds., The Showa Anthology: Modern Japanese Short Stories, Kodansha International: Tokyo and New York, 1989

Goossen, Theodore W. ed. The Oxford Book of Japanese Short Stories. O.U.P: Oxford, New York, 2010[1997].

Hibbett, Howard ed. Contemporary Japanese Literature: An anthology of Fiction, Film and Other Writing Since 1945, Cheng and Tsui: Boston 2005[1997].

Morris Ivan, ed. Modern Japanese Short Stories; An Anthology. Rutland Vermont: Tuttle, Tokyo, 1962.

Rimer Thomas J, Gessel Van C.eds The Columbia Anthology of Modern Japanese Literature: From 1945 to the Present (Modern Asian Literature Series) Columbia University Press: 2007.

## Lecturer's Comments to Students

Please take to heart the final comments in the course description concerning the need to read texts in advance.

Half the assessment is based on class participation, therefore failure to contribute to class discussion on a regular basis will critically endanger your grade. As noted above, you will not be able to take part usefully in the discussion if you do not read the texts.

## Question/Comments

jareside@keio.jp

Keio University Syllabus and Timetable

JAPANESE FOREIGN POLICY

Subtitle	Issues and challenges in post-World War II Japan’s international relations
Lecturer(s)	NOBORI, AMIKO
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Wed.2
Campus	Mita
Classroom	463
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	17144
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06
	<a href="#">▼ Detail</a>

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

1. Course Description :  
This course is an introduction to post-World War II Japanese history, with focus on foreign policy and discussion of domestic factors affecting it. Classes examine Japan’s relations with Asia and the United States as well as issues such as the debate over the revision of Japan’s constitution, Japan’s security, the “history problem”, Japan’s official development assistance and Japan’s Soft Power strategy.  
Classes are a combination of lectures, videos, presentations by students, and discussions.
2. Assignments  
2-1. Weekly comments  
The reading materials for this course are available in the Canvas LMS system. Students are required to write one short comment (150 words) on the reading material assigned for that week. The comment must be uploaded in the “Weekly comments” field of each class’s folder by 11:00 am on he day before class. The comment must not be a summary of the reading material; for example, it can be a critical assessment of the author’s argument, or a reaction to some specific part/s of the material, or a comparison with the case of your/other countries, etc. More information on how to write the comments will be provided during the first class.  
  
2-2. Debate  
Students will be divided into several groups for the debate to be held on Week 14. On Week 5, each group will be assigned time for selecting a topic related to Japan’s postwar foreign policy to be discussed during the debate.
3. Term paper  
There is no final exam. Students are required to submit a term paper (1,500 words including footnotes) on any of the topics related to post-World War II Japanese foreign policy. The paper should be sent to the lecturers by uploading it in the Canvas LMS.

Active Learning Methods [Description](#)

Discussions, Debates  
Group work

## Preparatory Study

Reading the assigned materials and writing a short comment.

## Course Plan

### Lesson 1

Orientation

### Lesson 2

Defeat in World War II, occupation of Japan and legacy (Occupation reforms, "Peace Constitution," Tokyo Trials)

### Lesson 3

Independence and birth of the Japan-U.S. alliance ("Reverse course," San Francisco Peace Treaty, Japan-U.S. Security Treaty)

### Lesson 4

Japan's "return" to Asia (reparations to Southeast Asia, issues in Northeast Asia)

### Lesson 5

Issues in Japan's foreign policy in the 1950s-1960s (Three principles of Japan's foreign policy, revision of Japan-US Security Treaty)

### Lesson 6

Japanese relations with the U.S. and Asia in the 1970s ("Nixon shocks," normalization with China, Japan's Southeast Asia policy)

### Lesson 7

Japan-U.S. relations and the Nakasone administration's diplomacy in the 1980s (Deepening security ties and trade frictions in Japan-U.S. relations, Japan's Official Development Assistance)

### Lesson 8

New Challenges in the Post-Cold War Period and Re-examining Japan's International Role  
(The Gulf War as a turning point: debate on Japan's participation in United Nations peacekeeping operations. End of the "1955 system" and Japan's foreign policy)

### Lesson 9

Japan-US Relations After the Cold War (Redefinition of the Japan-US alliance. Japan's response to 9/11)

### Lesson 10

The "History Problem" and Reconciliation in Northeast Asia  
(Facts and issues about the "history problem." "comfort women" issue. Yasukuni shrine controversy. Implications for Japan's international relations)

### Lesson 11

Japan's Soft power strategy

### Lesson 12

Societal issues that affect Japan's international relations (an aging society and depopulation, immigration and refugee problem, gender issues, human rights etc.)

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## Lesson 13

Japan's response to new security issues in Northeast Asia (Rise of China, North Korea's nuclear and missile development, Northern territory issue, Prime Minister Abe's new security policy)

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## Lesson 14

Debate

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## Other

Preparation for a term paper

### Method of Evaluation

- Participation in class (weekly commentaries and participation in class discussion): 50%
- Term paper: 50%

### Textbooks

Reading materials will be uploaded by the instructors in the Canvas LMS.

### Reference Books

Makoto Iokibe ed., The Diplomatic History of Postwar Japan (London and New York: Routledge, 2009).

### Lecturer's Comments to Students

This course is designed for those who are interested in Japan, Asia, history issues, international relations, and security affairs. No background knowledge on these issues is required. The course will be conducted in English. Students with limited English ability are also welcome. Students are expected to participate in class discussions. More than two unexcused absences will lower a student's grade. The maximum number of students who can register for this course is 30. If more than 30 students register for this course, a selection will be made through an automatic drawing system.

### Question/Comments

Students can contact the lecturer at: [amiko@keio.jp](mailto:amiko@keio.jp)

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE LAW

Subtitle	History and current characteristics of the Japanese legal system
Lecturer(s)	ORTOLANI, ANDREA
Credit(s)	2
Academic Year/Semester	2024 Fall(2nd Half)
Day/Period	Thu.1,2
Campus	Mita
Classroom	445
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74866
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will present the history and the main current characteristics of the Japanese legal system. The first lessons will present the historical background of the Japanese legal system, focusing on the reception of Western law in the Meiji period, and on the consolidation of the legal system in the XX century. The second part will present several key aspects of current Japanese constitutional law, private law, criminal law and procedure. Depending on the circumstances, one class might consist in a field trip to an institution analyzed during the classes (a prison, the Parliament, etc.).

Active Learning Methods [Description](#)

Not applicable

Preparatory Study

Students must have a basic knowledge of Japanese history, as the classes will make often reference to the historical and social context in which law evolved.

Course Plan

Lesson 1

Introduction to the course

Lesson 2

Japanese law before 1868

---

### Lesson 3

Meiji Restoration and the reception of Western law

---

### Lesson 4

The Meiji Constitution and the Civil Code of Japan

---

### Lesson 5

The Constitution of 1947: fundamental principles, rights and duties of the people

---

### Lesson 6

The Constitution of 1947: The Parliament, the Government of Japan

---

### Lesson 7

Legislative procedure; the Cabinet legislation bureau

---

### Lesson 8

The Japanese judiciary, the Supreme Court and judicial review

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### Lesson 9

History of criminal law and procedure

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### Lesson 10

Modern criminal law and procedure

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### Lesson 11

Private law

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### Lesson 12

Family law

---

### Lesson 13

Environmental law

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### Lesson 14

Session for Q&A, discussion.

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### Other

Makeup class

---

## Method of Evaluation

Weekly readings (50%), micro-exams (take-home exams, 50%).

Details about the evaluation standards will be explained in the first lesson.

## Textbooks

There is no mandatory textbook.

Reading materials will be provided by the instructor.

Additional reference materials will be regularly mentioned during the classes.

## Reference Books

Curtis J. Milhaupt, J. Mark Ramseyer, Mark D. West, The Japanese legal system: Cases, Codes, and Commentary, (2nd ed), New York, Foundation Press/Thomson Reuters, 2012.

Colin PA Jones and Frank S. Ravitch, The Japanese Legal System, West Academic, 2018.

Daniel H. Foote (ed. by), Law in Japan: A Turning Point, Seattle, University of Washington Press, 2007.

## Lecturer's Comments to Students

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

Knowledge of the Japanese language and a background in law are welcome, but they are not a condition to follow the course.

Feedback will be provided after the classes or via email.

The workload will consist in (on average) 3/4 readings per week and 2 to 4 short exams per semester.

## Question/Comments

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

Keio University Syllabus and Timetable

CULTURE AND EMOTION

Subtitle	Culture and Emotion
Lecturer(s)	SASAKI, YUMI
Credit(s)	2
Academic Year/Semester	2024 Fall(2nd Half)
Day/Period	Wed.3,4
Campus	Mita
Classroom	544
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	18795
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-10

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The aim of the course is to learn and discuss 1) basic concepts of communication/intercultural communication and 2) basic/universal emotions and different emotions between cultures. More specifically, we will discuss (a) how openly certain emotions tend to be expressed, (b) how often certain emotions tend to be controlled, and (c) how differently certain emotions tend to be perceived in particular cultures. We will also discuss how different emotions between cultures could be related to different perceptions of “self” and cognitive styles such as thought patterns.

Active Learning Methods ⓘ [Description](#)

Presentations  
Discussions, Debates

Preparatory Study

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

Course Plan

Lesson 1

Class orientation. Self-introduction speech. What is culture? What is culture? Definitions of culture. Group discussion.

Lesson 2

What is interpersonal communication/intercultural communication? Why study intercultural communication? Group discussion on your culture background/cultural identity. Discuss and examine what elements seem to be most influential on your cultural background.

---

### **Lesson 3**

Ch.3: Culture and Emotion (1) Cultural differences in concepts of emotion  
Ch 3: Culture and Emotion (2) Aspects of culture that predict differences in emotion

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### **Lesson 4**

Ch.3: Culture and Emotion (3) Power distance: Vertical vs horizontal societies  
Ch.3: Culture and Emotion (4) Integrating evolutionary and cultural approaches. Ekman's neuro-cultural theory of emotion.

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### **Lesson 5**

Ch.1: The Nature of Emotion (1) What is emotion?  
Ch.1: The Nature of Emotion (2) Classic theories of emotion

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### **Lesson 6**

Ch.1: The Nature of Emotion (3) Modern theories of emotion  
Ch.1: Theory review.

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### **Lesson 7**

"How emotions are made": Ch.4: The origin of feeling  
"How emotions are made": Ch.4: The origin of feeling

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### **Lesson 8**

Mid-term presentation Day 1

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### **Lesson 9**

Mid-term presentation Day 2

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### **Lesson 10**

"How emotions are made": Ch.4: The origin of feeling Group discussion

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### **Lesson 11**

"How emotions are made?": Ch.7: Emotions as social reality 1

---

### **Lesson 12**

"How emotions are made?": Ch.7: Emotions as social reality 2: Group discussion

---

### **Lesson 13**

Ch.5: Emotional expression in the face, posture, and voice (1): Culture and emotional expression.1

---

### **Lesson 14**

Ch.5: Emotional expression in the face, posture, and voice (2): Culture and emotional expression.2

---

### **Other**

## Method of Evaluation

(1) attendance (5%) & active participation (5%)	10%
(2) assignment	15%
(3) textbook presentation	20%
(5) mid-term presentation	25%
(6)final paper (1st draft 10% + final version 20%, 1,500 words)	30%

## Textbooks

Shiota, N. M., & Kalat, W. J. (2018). Emotion. Oxford: Oxford University Press.

Barrett, L.F. (2017). How emotions are made. Pan Macmillan.

We will cover only a few chapters in each of the books above. The instructor will distribute other reading materials in class.

## Reference Books

Doi, T. (2014). Anatomy of dependence. Kodansha International.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253.

Suttie, J. (2015). Why Americans Struggle to be Happy? A new cross-cultural study finds that we should pursue stronger social ties, not happiness. The Greater Good Science Center at the University of California, Berkeley.

[https://greatergood.berkeley.edu/article/item/why\\_americans\\_struggle\\_to\\_be\\_happy](https://greatergood.berkeley.edu/article/item/why_americans_struggle_to_be_happy)

Safdar, S., Friedlmeier, W., Matsumoto, D., Yoo, S. H., Kwantes, C. T., Kakai, H., & Shigemasu, E. (2009). Variations of emotional display rules within and across cultures: A comparison between Canada, USA, and Japan. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 41(1), 1–10.

<https://doi.org/10.1037/a0014387>

## Lecturer's Comments to Students

Students are expected to read the textbooks beforehand to be ready for class/group discussions. That will probably take them an hour or so to prepare for the class.

Keio University Syllabus and Timetable

DEVELOPMENT POLICIES AND PROJECTS FOR CHANGE IN ASIA

Lecturer(s)	DAWSON, WALTER
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Wed.2
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	00376
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will introduce a number of education policies and projects in Asia and globally which have enacted real societal and global change. Students will analyze these policies and evaluate these projects. Subsequently, students will plan and implement their own education projects to effect social change in the communities and countries of the Asian Region.

Active Learning Methods [Description](#)

Presentations  
Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

N/A

Course Plan

Lesson 1

Introduction to Education and Society in the Developed World, Part I

Lesson 2

Introduction to Education and Society in the Developed World, Part II

Lesson 3

**Lesson 4**

Citizenship Education in Japan and the World

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**Lesson 5**

Globalization, Development and Education: Projects, Theories & Debates

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**Lesson 6**

Introduction to Education in Developing Nations, Part I

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**Lesson 7**

Introduction to Education in Developing Nations, Part II

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**Lesson 8**

JICA & Math/Science Education Projects

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**Lesson 9**

The Highland Children's Education Project in Cambodia

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**Lesson 10**

Leapfrog Technology: The One Laptop Per Child Project (OLPC) and Motoman Project in Cambodia

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**Lesson 11**

Escuela Nueva ("New School") Project in Colombia, Vietnam & The Philippines

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**Lesson 12**

Project Planning and Evaluation

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**Lesson 13**

Final Presentation of Students' Education Project Proposals

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**Lesson 14**

Final Class will be for final presentations

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**Other**

Make-up periods will be scheduled as necessary.

**Method of Evaluation**

Attendance+Participation-25%

Midterm Paper-25%,

Presentation of the Final paper-25%

Final Paper-25%

## Textbooks

The materials listed below will be uploaded to a Google Drive for the course:

1. Syllabus
2. Readings (pdf file format)
3. Lecture Presentation Files
4. Assignment Instructions

## Reference Books

N/A

## Lecturer's Comments to Students

1. This course will be conducted in English but whenever necessary the instructor can assist and advise students in Japanese.
2. Students will read pdf readings before each class.
4. Assignments will be submitted to the instructor by CANVAS Feedback will be returned by CANVAS.

## Question/Comments

Please feel free to email the instructor at any time (dawson@icu.ac.jp).

Zoom meetings can be scheduled if students need advice or guidance.

Accommodations will be made for the English level of the students to ensure that all students feel comfortable taking this class.

Keio University Syllabus and Timetable

CROSSING BORDERS:ADAPTING TO JAPAN AND ADAPTING TO THE WORLD

Subtitle	Learning from Life Abroad: Adapting to Japan and Adapting to the World
Lecturer(s)	SHAULES, JOSEPH
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Tue.3
Campus	Mita
Classroom	123
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	83795
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00133-212-10

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course focuses on psychological process of adjusting to foreign cultural environments (e.g. study abroad / migration)--both its challenges and the potential it creates for personal growth. We will see that experiences abroad can be either deep or shallow. We will learn about the impact of living abroad on our values and identity. Each student will interview someone about their intercultural experiences and analyze and present the results. The ultimate goal is for students to get the most out of intercultural experiences.

Active Learning Methods [Description](#)

Fieldwork  
Presentations  
Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

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

Course Plan

Lesson 1

Introduction – Edward Hall and the intercultural experience

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## **Lesson 2**

Deep culture in everyday life

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## **Lesson 3**

Understanding deep culture

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## **Lesson 4**

Understanding deep culture

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## **Lesson 5**

Understanding deep culture

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## **Lesson 6**

Intercultural sensitivity, empathy, cultural identity, stereotypes, prejudice

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## **Lesson 7**

Trial & error cultural learning, culture surprise, stress and shock

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## **Lesson 8**

Surface and deep experiences, adaptive demands

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## **Lesson 9**

resistance (reversal), acceptance, adaptation (forced adaptation – mixed reactions)

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## **Lesson 10**

Interview preparation: Doing a deep culture interview

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## **Lesson 11**

Interview analysis - Presentation preparation

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## **Lesson 12**

In-class presentations

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## **Lesson 13**

Semester course content review

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## **Lesson 14**

Students will take part in an interview project analyzing someone's intercultural adaptation experience.

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## **Other**

There will be online interaction with other students to build community and explore these topics more deeply.

## Method of Evaluation

1. Written final exam (30%)
2. Final presentation (30%)
3. Participation (Attendance + assignments) (40%)

## Textbooks

The Beginner's Guide to Deep Culture: Beneath the Surface, (2010), Shaules, Intercultural Press, Boston and London

## Reference Books

Deep Culture: The Hidden Challenges of Global Living, by Joseph Shaules, Multilingual Matters, 2007

## Lecturer's Comments to Students

The class meeting schedule can be found on the Canvas Learning Management System. If you have any questions, please contact the instructor directly: [shaules@keio.jp](mailto:shaules@keio.jp).

## Question/Comments

This class is suitable for Japanese and non-Japanese students. There will be a lot of opportunity to talk about your cultural experiences and discuss with other students about theirs.

Keio University Syllabus and Timetable

AN INTRODUCTION TO JAPANESE HISTORY:  
SURVEYING JAPAN'S PRE-MODERN PAST

Subtitle	An Introduction to Japanese Pre-Modern History: Surveying Japan’s Pre-Modern Past (Proto-Historic Japan to Sekigahara)
Lecturer(s)	KURASHIGE, JEFFREY Y.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Tue.2
Campus	Mita
Classroom	461
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87260
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00153-212-03

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This course will examine the “pre-modern period” of Japan from its origins in the Jomon Period through to the end of the 16th century by focusing upon the emergence of the imperial state, court rulership, and the rise of the warrior class. Though dominated by the rulership, religions, and lifestyles of courtiers and warriors, the course also explores the cultural context within which elites, commoners, and those in between lived and prospered. The approach is thus primarily socio-cultural, aiming to enhance the student’ understanding not only of the Japan of the past, but also of the present. By the end of the course, students will be familiar with the most important aspects of the classical Heian age, the dual (or tripartite) polity of Kamakura, the warrior rule of the Muromachi era, and the subsequent era of civil warfare.

Active Learning Methods ⓘ [Description](#)

Discussions, Debates  
Group work

Preparatory Study

All work will be done in English.

Course Plan

Lesson 1

## **Lesson 2**

The "Yamato" Era: Japan's First "Empire"

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## **Lesson 3**

The World of the Shining Prince: Aristocratic Rules and Lifestyles in the Heian Period

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## **Lesson 4**

Late Heian Society: The Insei Period

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## **Lesson 5**

The Making of the Samurai: The Gempei War

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## **Lesson 6**

The First Shogunate: Yoritomo's Kamakura Bakufu

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## **Lesson 7**

Review and Midterm Exam

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## **Lesson 8**

"Popular" Religions: New Faiths and New Systems

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## **Lesson 9**

The Mongol Invasions and the 14th Century "Divide"

---

## **Lesson 10**

Zen and the Rise of the Ashikaga

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## **Lesson 11**

Life in the Muromachi Age and the Death of Cooperative Rulership

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## **Lesson 12**

The Onin War

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## **Lesson 13**

New Peripheries: the Creation of "Traditional" Japanese Culture

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## **Lesson 14**

Sengoku and the Unification

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## **Other**

Student presentations and final test

## Method of Evaluation

Mid-term exam: 15% of the course grade

Final exam: 35%

Discussion attendance/participation: 30%

Bi-Weekly SHORT 1 page response papers (225-275 words): 20%

## Textbooks

All reading materials will be provided by the instructor in PDF format.

## Reference Books

Reference books will be provided by the instructor in PDF format.

## Lecturer's Comments to Students

Note: Class size will be limited to 20 students PER SEMESTER. The class will be “built” around discussion of the required readings, so a limited class size will enable all students to participate. If the number of interested students exceeds the limit, selection will be made according to a lottery.

In order that all interested students will be able to take the course, this class will be repeated in the same form during the Fall semester for those students who are unable to enroll during the Spring.

General Expectations: This course is very demanding, but I believe that it will help push each of the participants to grow both as scholars and as citizens of the international community. Students are expected to be attentive and contribute to in-class discussions, and express their ideas and opinions in a respectful manner. Classroom discussion of the provided reading materials is a central part of the class. Thus, students must be ready to read, write, and express their opinions each week.

Required Resources: Please make sure to have a working email account (not just an account associated with a keitai cell phone). You will also need access at home to a computer with word processing capabilities.

First Session:

-Class Format: In-Person

## Question/Comments

Please feel free to contact me by email ([kurashig\[at\]fbc.keio.ac.jp](mailto:kurashig[at]fbc.keio.ac.jp)), but also do not hesitate to approach me before or after class. If I am in my office and the light is on, please feel free to knock as I am always happy to speak with students if time is available.

Keio University Syllabus and Timetable

JAPANESE COMPETITION POLICY

Subtitle	Introduction to competition law and policy in Japan
Lecturer(s)	YAMADA, HIROSHI
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Thu.3
Campus	Mita
Classroom	435
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	74775
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00253-212-05

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

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

Active Learning Methods [Description](#)

Discussions, Debates  
Role-playing

Preparatory Study

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

Course Plan

Lesson 1

Significance of studying competition law [Introduction]

Lesson 2

History of competition policy in Japan

Lesson 3

Principles, structure and terminology of Anti-monopoly Act

---

## Lesson 4

Unreasonable restraint of trade (1) [Statutory interpretation]

---

## Lesson 5

Unreasonable restraint of trade (2) [Case study]

---

## Lesson 6

Private monopolization (1) [Statutory interpretation]

---

## Lesson 7

Private monopolization (2) [Case study]

---

## Lesson 8

Unfair trade practices (1) [Statutory interpretation]

---

## Lesson 9

Unfair trade practices (2) [Statutory interpretation (continued)]

---

## Lesson 10

Unfair trade practices (3) [Case study]

---

## Lesson 11

Merger Regulation (1) [Statutory interpretation/ Procedure]

---

## Lesson 12

Merger Regulation (2) [Analytical framework]

---

## Lesson 13

Merger Regulation (3) [Analytical framework (continued)/ Case study]

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## Lesson 14

Enforcement/ Procedure of Anti-monopoly Act

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## Other

Lecture on recent policy issues may be given by a guest speaker (to be dertermied)

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## Method of Evaluation

No examination is scheduled. Students will be evaluated by their motivation to learn (60%) and contribution to the class (40%).

Evaluation of motivation will be based on attendance at the class. Submission status of assignments, if any, is also counted as motivation.

Contribution will be evaluated by their performance in discussion or dialogue in the class.

Active communication such as question and feedback on the class may also be subject to evaluation.

## Textbooks

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

## Reference Books

Not in particular.

## Lecturer's Comments to Students

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

## Question/Comments

Lecturer welcomes questions, feedback and comments from students through attendance reports and e-mails.  
Lecturer is willing to respond to them as much as possible. His e-mail address will be informed in the class.

Keio University Syllabus and Timetable

INTRODUCTION TO JAPANESE CINEMA 2

Subtitle	Studying Anime
Lecturer(s)	MES, THOMAS P.
Credit(s)	2
Academic Year/Semester	2024 Fall
Day/Period	Fri.4
Campus	Mita
Classroom	411
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	36726
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00123-212-01

▼ Detail

Course Contents/Objectives/Teaching Method/Intended Learning Outcome

This seminar will cover leading theoretical approaches to Japanese animation as viewed from abroad. Is anime a genre? A culture? An industry? How do we actually define anime? And what reasons exist for studying anime in the first place? To answer these questions, we will explore the history of Japanese animation and its global reach by means of the arguments put forth by leading scholars in the English language, including notably Rayna Denison, Susan Napier, Thomas Lamarre, and Jonathan Clements. We will look at the themes they identify in and around anime, such as the shojo, the otaku, and techno-orientalism, as well as investigating to what extent characteristic production methods such as hand-drawn animation define a supposedly unique nature of anime. In the process we will also attempt to identify the transnational aspects that have long formed a part of “Japanese” animation, by asking the question: how Japanese is anime?

This course has two main goals: 1) To familiarize students with major academic literature on and theoretical approaches to anime; 2) To familiarize students with applying theoretical frameworks to the study of popular culture, in the shape of assignments and a term paper.

Active Learning Methods [Description](#)

Discussions, Debates  
Group work  
Problem-based learning

Preparatory Study

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

Course Plan

Lesson 1

Why and how should we study anime?

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## Lesson 2

**Four approaches to anime, part 1: Anime as genre**

Required reading: Denison, p.15-29

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## Lesson 3

**Four approaches, part 2: Anime as data**

Required reading: Napier, p.15-34

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## Lesson 4

**Four approaches, part 3: Anime as medium**

Required reading: Lamarre, p.45-54

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## Lesson 5

**Four approaches, part 4: Anime as industry**

Required reading: Clements, p.1-19

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## Lesson 6

**Applying the four approaches to anime: class exercises**

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## Lesson 7

**Hand-drawn animation: Gainax vs. Studio Ghibli**

Required reading: Lamarre, p.64-76

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## Lesson 8

**The joy of movement: *Castle of Cagliostro* film viewing**

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## Lesson 9

**The media mix**

Required reading: Steinberg, p.vii-xvii

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## Lesson 10

**Fan cultures and the otaku**

Required readings: Azuma, Saito

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## Lesson 11

**Fan cultures: *Otaku no Video* film screening**

Followed by class discussion

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## Lesson 12

**Anime and the Anthropocene: Lived experiences of anime**

Required reading: Norris, Yoneyama

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## Lesson 13

**How Japanese is “anime”?**

Required reading: Clements, p.177-190

Required listening: The Carl Macek podcast

In its podcast, Anime News Network interviewed Carl Macek, one of the pioneers of distributing Japanese

animation in North America. Macek was behind the creation of Robotech, the global success of Akira, and the first Miyazaki Hayao films released in the US:

<https://www.animenewsnetwork.com/anncast/2010-01-14>

Please listen to the interview (note: it's just over 2 hours long) and take notes in preparation of this week's class discussion.

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## Lesson 14

### Concluding class discussion

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### Other

Homework and assignment preparation replace session 15.

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

## Method of Evaluation

This course will contain a total of three graded exercises: the writing of a short paper that will accompany two film viewings, plus one final assignment.

All three count toward your final grade for the course.

Assignment deadlines will be communicated during session 1.

Further instructions about the assignments will be given during the course.

## Textbooks

None

## Reference Books

All required readings will be available through K-LMS.

Hiroki Azuma. 2001/2009. *Otaku: Japan's Database Animals*, Minneapolis: University of Minnesota Press

Jonathan Clements. 2013. *Anime: A History*, London: British Film Institute

Rayna Denison. 2015. *Anime: A Critical Introduction*, London and New York: Bloomsbury Academic

Thomas Lamarre. 2009. *The Anime Machine: A Media Theory of Animation*, St. Paul: University of Minnesota Press

Susan J. Napier. 2005. *Anime from Akira to Howl's Moving Castle: Experiencing Contemporary Japanese Animation*, New York: Palgrave

Craig Norris, "Studio Ghibli Media Tourism", in: Alisa Freedman and Toby Slade (ed.), *Introducing Japanese Popular Culture*. London: Routledge, 2017, p. 114-122

Roger W. Hecht, "Only Yesterday: Ecological and Psychological Recovery", in: *Resilience: A Journal of the Environmental Humanities*, Vol. 2, No. 3 (Fall 2015), pp. 166-171

Saito Tamaki, "Otaku Sexuality", in: Christopher Bolton, Istvan Csicsery-Ronay Jr., and Takayuki Tatsumi ed., *Robot Ghosts and Wired Dreams*. Minneapolis: University of Minnesota Press, 2007

Marc Steinberg, *Anime's Media Mix: Franchising Toys and Characters in Japan* 2012

## Lecturer's Comments to Students

Looking at Japanese animation and how it flows across borders tells us a lot about the changing role of Japan in the global imaginary and in global politics. Anime provides a window into Japan in the 20th and 21st centuries, as well as a framework for understanding how media interact.

As noted, we have two mid-term assignments and a final paper. I will provide feedback in K-LMS on your assignments.

I recommend reading the assigned texts AFTER each week's class. Note that there is no required reading for the first week.

## Question/Comments

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