

2022年度 グローバル教育センター 講義概要 (シラバス)



法政大学

科目一覧

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【A8500】 ESOP : メディア表現 [Müge IGARASHI] 春学期授業/Spring	1
【A8501】 ESOP : 日本近現代史 [Marco TINELLO] 春学期授業/Spring	3
【A8502】 ESOP : 日本の資本主義の形成と起業家精神 [Julia YONGUE] 春学期授業/Spring	4
【A8503】 ESOP : 日本における人種的・民族的多様性 [Chris H PARK] 春学期授業/Spring	5
【A8504】 ESOP : 家族とセクシュアリティ [Saori KAMANO] 春学期授業/Spring	7
【A8505】 ESOP : 東アジアメディア文化 [Kukhee CHOO] 春学期授業/Spring	8
【A8506】 ESOP : グローバル化する日本 [Kei TAKATA] 春学期授業/Spring	10
【A8507】 ESOP : 上級経済学 [Samuel OFORI] 春学期授業/Spring	11
【A8508】 ESOP : 日本のビジュアルアート表現 [Kumiko KATO] 春学期授業/Spring	12
【A8509】 ESOP : 日本の社会問題 [Sachiko HORIGUCHI] 春学期授業/Spring	14
【A8510】 ESOP : マーケティング論 [Y.SUZUKI H.WATANABE, K.TSURUMI, N.KANAZAWA, R.ITO] 春学期授業/Spring	15
【A8511】 ESOP : 日本社会演習 I [Sayako ONO] 春学期授業/Spring	16
【A8512】 ESOP : 国際金融論 [M.ISHIBASHI, O.SAITO, K.AOKI, E.KOIZUMI] 春学期授業/Spring	17
【A8513】 ESOP : 上級マーケティング論 [John FOSTER] 春学期授業/Spring	18
【A8514】 ESOP : 日本の戦争と歴史認識 [Jeffrey James HALL] 春学期授業/Spring	20
【A8515】 ESOP : 日本におけるジャーナリズム I [Robert SAKAI-IRVINE] 春学期授業/Spring	22
【A8516】 ESOP : ネット社会と日本 [Yoshiaki OHSHIMA] 秋学期授業/Fall	24
【A8518】 ESOP : 多様な日本—安定と流転 [Gregory KHEZRNEJAT] 秋学期授業/Fall	26
【A8519】 ESOP : 日本の演劇 [Akiko TAKEUCHI] 秋学期授業/Fall	27
【A8520】 ESOP : コーポレートファイナンス [Nobuya TAKEZAWA] 秋学期授業/Fall	28
【A8521】 ESOP : 日本における市民社会と社会運動 [Kei TAKATA] 秋学期授業/Fall	29
【A8522】 ESOP : 日本の文学 [Jana URBANOVA] 秋学期授業/Fall	30
【A8523】 ESOP : 日本社会のジェンダー [Akiko MIZOGUCHI] 秋学期授業/Fall	31
【A8524】 ESOP : 日本のモノづくりと世界経済 [Julia YONGUE] 秋学期授業/Fall	32
【A8525】 ESOP : 日本の若者・大衆文化 [Sayako ONO] 秋学期授業/Fall	33
【A8526】 ESOP : 日本の国際協力 [Nobuhisa TAKEDA] 秋学期授業/Fall	34
【A8527】 ESOP : 日本前近代史 [Soichi TSUCHIYA] 秋学期授業/Fall	36
【A8528】 ESOP : グローバル・ガバナンス [Masako YONEKAWA] 秋学期授業/Fall	37
【A8529】 ESOP : 日本におけるジャーナリズム II [Robert SAKAI-IRVINE] 秋学期授業/Fall	38
【A8530】 ESOP : 日本社会演習 II 秋学期授業/Fall	40

SOS300LF

ESOP：メディア表現

Müge IGARASHI

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

実務教員：

【Outline and objectives】

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

Have you heard of "Las Tesis"? Do you know "Greta Thunberg"? Do you know the "#metoo" movement? What about the "#kutoo" campaign? How much do you know about the COVID situation around the world?

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

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

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

【Goal】

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

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

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

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

【Method(s)】

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

All students are required to actively participate in discussion throughout the semester.

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

There will be discussion sessions during which students will have the opportunity to work in small groups and discuss theories learned in class before the mid-term and the final exams.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：オンライン/online

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

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

Actively participating in all class discussions is essential to doing well in this course. Students are expected to prepare by doing all the required reading assignments before coming to class. The average study time outside of class per week would be roughly 2 hours.

【Textbooks】

All reading assignments and other materials will be made available on Google Drive due to Covid situation.

【References】

- Baker, C., Jane, E. (2016). Cultural Studies Theory and Practice. Sage publications.
- Campbell, Richard, Christopher R. Martin, and Bettina Fabos. (2017). Media & culture: mass communication in a digital age. 11th Edition. Bedford/St. Martin's.
- Dasgupta, R. (2013). Re-reading the salaryman in Japan crafting masculinities. New York: Routledge.
- Kawano, S., Roberts, G. S. & Orpett Long, S. (Eds). (2014). Capturing contemporary Japan differentiation and uncertainty. Honolulu: University of Hawai'i Press.
- Anderson, B. (1983). Imagined communities: Reflections on the origin and spread of nationalism". London, New York: Verso.
- Vogt, G. (2014). Foreign workers in Japan. In The Sage handbook of modern Japanese studies. Babb, J. D. (ed.). (567-582). UK: University of Newcastle.

【Grading criteria】

Students will be evaluated according to the following criteria.*

- (1) Participation in discussion (10%)
- (2) Homework (10%)
- (3) Discussion Sessions (30%)
- (4) Midterm Assignment (25%)
- (5) Final Assignment(25%)

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

ESOP 発行日：2022/5/2

【Changes following student comments】

None.

【Equipment student needs to prepare】

None.

HIS300LF

ESOP：日本近現代史

Marco TINELLO

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

実務教員：

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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

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

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

【Textbooks】

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

【References】

References will be provided for each topic in class.

【Grading criteria】

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

【Changes following student comments】

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

【Equipment student needs to prepare】

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

MAN300LF

ESOP：日本の資本主義の形成と起業家精神

Julia YONGUE

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

実務教員：

【Outline and objectives】

To explore (1) the specific features of Japanese capitalism and how it changed over time, (2) the formation and evolution of Japanese business, and (3) the role of entrepreneurs and innovation in the development process.

【Goal】

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

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

【Method(s)】

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

*The course also incorporates an 'active learning' element, whereby students will design a fieldwork project related to the course themes and present their findings in class at the end of the semester.

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

*Note: The course may be held online or modified due to the pandemic.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to the course	What is capitalism? How have entrepreneurship and innovation contributed to Japanese business development?
2	Roots of Japanese capitalism and entrepreneurship	Lecture and discussion of the Tokugawa Period and some basic features of Japanese business
3	Early development of Japanese capitalism and entrepreneurship	Lecture and discussion on the Meiji period
4	The growth of industrial capitalism and entrepreneurship	Lecture and discussion on the Taisho period
5	Field trip	Guided tour of the Showa National Museum during class (or a class)
6	Wartime capitalism and entrepreneurship	Lecture and discussion on the war and occupation periods
7	Review and group discussion	Wrap up and group discussion of final project
8	Rebirth of Japanese capitalism and entrepreneurship	Lecture and discussion on the High Economic Growth period
9	Communitarian capitalism and entrepreneurship	Lecture and discussion on the Stable Growth Period
10	Financial Capitalism and entrepreneurship	Lecture and discussion on the bubble economy period and early aftermath

11	Reassessing Japanese capitalism/entrepreneurship	Lecture and discussion on the lost decade(s); Abenomics and beyond
12	Contextualizing Japanese capitalism and entrepreneurship	Small group presentations
13	Contextualizing Japanese capitalism and entrepreneurship	Small group presentations
14	Review and final wrap up	Reassessing Japanese capitalism and entrepreneurship

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

Students are expected to do the reading assignments each week. Their final projects will require preparation outside of class, such as group discussions and field work. The average study time outside of class is 2 to 3 hours per week.

【Textbooks】

There is no textbook for this class. Reading materials and PPTs used in class will be provided via Hoppii.

【References】

Selected references:

(1) History of capitalism literature
e.g., Jürgen Kocka, Capitalism A Short History, Princeton UP (2016).

Varieties of capitalism literature:

e.g., Michael A. Witt and Gordon Redding, Asian Business Systems: institutional comparison, clusters and implications for varieties of capitalism and business systems theories, Socio-Economic Review (2013)

(2) General histories would be helpful to students who have never studied about Japan:

e.g., Andrew Gordon, A modern history of Japan from Tokugawa times to the present, Oxford University Press, 2008.

【Grading criteria】

(1) Participation: taking an active part in class discussions; museum visits; reflection papers (30%).

(2) Group work: presenting and leading a discussion based on the reading assignment (20%)

(2) Final project (50%): group presentation and final report, based on the presentation.

Students are expected to attend all of the classes and to be on time. Should the class be held via zoom, students should keep their video camera on at all times, unless doing so would compromise their internet reception.

【Changes following student comments】

N/A. Students are welcome to make requests or voice complaints and concerns at any time during the semester.

【Others】

No prior knowledge of Japanese history or business is necessary, though preferable. Anyone is welcome to take this course!

SOS300LF

ESOP：日本における人種的・民族的多様性

Chris H PARK

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

実務教員：

[Outline and objectives]

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

[Goal]

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

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

*Note：This course will be conducted fully online.

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

[Method(s)]

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

Students will get some constructive feedback on their assignments and essays via Hoppii or email.

Further details will be announced in class.

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule] 授業形態：オンライン/online

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

3	Debunking the myth of Japaneseness	Lecture and discussion based on: Michael Weiner, "The invention of identity: 'Self' and 'Other' in pre-war Japan" (pp. 1-16) And Film: "Hafu: The Mixed-Race Experience in Japan (2013)"
4	Assimilation or autonomy? The buraku liberation and Japan's outcast group	Lecture and discussion based on: "Ian J. Neary, "Chapter 4: Burakumin in contemporary Japan" (pp. 50-78)
5	Field work or movie day	Visiting Tokyo's former Buraku district (Details: TBA)
6	Culture, race, and identity of Japan's Indigenous People: Ainu	Lecture and discussion based on: Richard M. Siddle, "Chapter 1: 'Race, ethnicity and the Ainu" (pp. 6-25)
7	Japan's imperial capitalism and Colonial hybridity (I): Okinawa or Ryuku?	(Lecture and discussion based on: Richard Pearson, "The Place of Okinawa in Japanese Historical Identity" (pp. 95-116)
8	Japan's imperial capitalism and colonial legacies (II): ambivalence	(Lecture and discussion based on: Erin Aeran Chung, "Chapter 3: Negotiating Korean Identity in Japan"(pp. 82-114)
9	Post-1990s: Dawn of "multicultural coexistence" (tabunka kyosei) policy Discussion: "multicultural coexistence" today	Discussion based on: Chikako Kashiwazaki, "Multicultural Discourse and Policies in Japan: An Assessment of Tabunka Kyōsei" (pp. 1-15)
10	Gender and migration	Lecture and discussion based on: Mike Douglass, "The singularities of international migration of women to Japan: Past, present and future" (pp. 89-119)
11	"Bubble Economy" and the return of Japanese Diasporas	Lecture and discussion based on: Keiko Yamanaka, "'I will go home, but when?': Labor migration and circular diaspora formation by Japanese Brazilians in Japan" Labor migration and circular diaspora formation by Japanese Brazilians in Japan" (pp. 120-149)
12	Guest lecture	(Details: TBA)
13	Final presentation	Research project
14	Conclusion	Deciphering the myth of 'homogeneity' Japan

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

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

[Textbooks]

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

[References]

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

[Grading criteria]

Weekly Reading Responses (to be submitted online)- 30%
Midterm Paper (Paper Plan/Outline to be submitted online) - 20%

Class Participation - 10%

Final Paper (to be submitted online) - 40%

[Changes following student comments]

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

[Equipment student needs to prepare]

N/A

[Others]

N/A

SOC300LF

ESOP：家族とセクシュアリティ

Saori KAMANO

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

実務教員：

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

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

*Note：This course will be conducted fully online.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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

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

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

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

【Textbooks】

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

【References】

None

【Grading criteria】

Class Participation: 10%

Quiz and Reaction Paper: 20%

Presentation: 25%

Final Exam: 45%

【Changes following student comments】

I will continue to incorporate class and/or group discussion whenever appropriate.

【Equipment student needs to prepare】

Access to internet and computer for downloading and viewing course materials and submitting reaction papers, presentation slides and final exam. Hoppi and Google Classroom will be used.

【Others】

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

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

<p>ARSe300LF</p> <p>ESOP：東アジアメディア文化</p> <p>Kukhee CHOO</p> <p>Credit(s)：2 Semester：春学期授業/Spring Year：Day/Period：火 6/Tue.6</p> <p>実務教員：</p> <p>[Outline and objectives]</p> <p>The last decades of the 20th century witnessed a great shift in the landscape of East Asian media and popular culture. Border-crossing visual cultural flows in conjunction with trans-Asian co-production among East Asian countries have not only strengthened the imaginary bond of "Asia," but also have cultivated a wider pan-Asian identity. This course will engage the interdisciplinary field of visual media and popular culture studies of East Asia. In this course, students will learn about the trans-Asian flow of Hong Kong films since the 1950s, the dissemination of Japanese popular culture during the 1970s-90s, and the recent popularity of Korean Wave.</p> <p>[Goal]</p> <p>Students will also develop an understanding of the processes that enabled Asian entertainers to become part of the larger Western media flows. Students will develop a critical awareness of how visual media and cultural globalization has engaged with the East Asian region and how the local visual media flow has influenced the global.</p> <p>By the end of the course, students will be able to</p> <ul style="list-style-type: none"> • understand the historical development of visual media flows within East Asia • learn through examples of East Asian visual media flows how culture and socio-political forces help shape hybridized trans-national identities • cultivate a better understanding how East Asian visual cultural flows border cross and interact with globalization <p>[Which item of the diploma policy will be obtained by taking this class?]</p> <p>[Method(s)]</p> <p>This course will combine lectures, discussions, presentations and screenings. The topics covered will include, but not necessarily be limited to, the following in the schedule section. Comments/feedback for assignments (tests and reports, etc.) are given during office hours.</p> <p>[Active learning in class (Group discussion, Debate.etc.)]</p> <p>あり / Yes</p> <p>[Fieldwork in class]</p> <p>なし / No</p> <p>[Schedule] 授業形態：オンライン/online</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction</td> <td>Lecture about popular culture in Asia.</td> </tr> <tr> <td>2</td> <td>Nationalism and Popular Culture</td> <td>"National Identity, Popular Culture and Everyday Life", "Conceptualizing East Asian Popular Culture".</td> </tr> <tr> <td>3</td> <td>Early "Asian" Cinema</td> <td>"From transnationalism to nativism? The rise, decline and reinvention of a regional Hokkien entertainment industry", "The Early Development of East Asian Cinema in a Regional Context".</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Introduction	Lecture about popular culture in Asia.	2	Nationalism and Popular Culture	"National Identity, Popular Culture and Everyday Life", "Conceptualizing East Asian Popular Culture".	3	Early "Asian" Cinema	"From transnationalism to nativism? The rise, decline and reinvention of a regional Hokkien entertainment industry", "The Early Development of East Asian Cinema in a Regional Context".	<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p>	<p>Transnational Hong Kong Films</p> <p>Postcolonial Japanese Pop Culture</p> <p>Japanese Trendy Drama</p> <p>Midterm review</p> <p>Pan Asian Music Flows</p> <p>Millennial Flows</p> <p>Korean Wave, Korean Drama</p> <p>21st Century Cool Japan</p> <p>K-pop phenomenon</p> <p>Future of East Asian Media Flows</p> <p>Final review</p>	<p>"Transnational imagination in action cinema: Hong Kong and the making of a global popular culture", "Transnational collaborations, local competitiveness: Mapping the geographies of filmmaking in/through Hong Kong"</p> <p>"Consuming Japan: Early Korean girls comic book artists' resistance and empowerment", "Japanese popular music in Hong Kong"</p> <p>"Romancing the Everyday: Hong Kong women watching Japanese Dorama", "Popular Cultural Capital and Cultural Identity: Young Korean Women's Cultural Appropriation of Japanese TV Dramas"</p> <p>Midterm review</p> <p>"Go with your feelings: Hong Kong and Taiwan Popular Culture in Greater China", "Reconsidering Transnational Cultural Flows of Popular Music in East Asia: Transbordering Musicians in Japan and Korea searching for "Asia""</p> <p>"Postcolonial Hong Kong cinema: Utilitarianism and (trans)local", "Promise and perhaps love: Pan-Asian production and the Hong Kong-China interrelationship"</p> <p>"Time and the Neighbor: Japanese Media Consumption of Asia in the 1990s", "Winter Sonata and the politics of memory", "Touring 'Dramatic Korea': Japanese Women as Viewers of Hanryu Dramas and Tourists on Hanryu Tours".</p> <p>"Nationalizing 'Cool': Japan's Global Promotion of the Content Industry", "Akihabara: Conditioning a Public 'Otaku' Image".</p> <p>"Hybridity and the rise of Korean popular culture in Asia", "Chogukjeok pan-East Asian soft masculinity".</p> <p>"The limits of soft power"</p> <p>Final review</p>
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2	Nationalism and Popular Culture	"National Identity, Popular Culture and Everyday Life", "Conceptualizing East Asian Popular Culture".													
3	Early "Asian" Cinema	"From transnationalism to nativism? The rise, decline and reinvention of a regional Hokkien entertainment industry", "The Early Development of East Asian Cinema in a Regional Context".													

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

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

[Textbooks]

Students are not required to purchase textbooks.

[References]

None

[Grading criteria]

Evaluation is based on class readings, discussions and questions (50%), Midterm exam(20%), and a Final Exam (30%).

[Changes following student comments]

Not applicable

[Others]

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

SOS300LF

ESOP：グローバル化する日本

Kei TAKATA

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

実務教員：

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

The course follows a mixed lecture-seminar format, combining short lectures, discussions, and group work designed for ESOP students at Hosei. In the class, followed by the instructor's lecture, participants are expected to discuss the topics through a critical reading of the assigned materials. There will be a group project to work on, and we will allocate time to discuss the project with your group members. Each group will make a short presentation on the final week of the class, and students will write a final assignment individually based on the findings from the group work.

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	What is Globalization?	Theories of globalization and transnationalism; History of Globalization
3	Globalization and Japan	Globalization and Japan; Kokusaika and Gurōbaruka

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

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

- Reading assignments (every week)

- Preparation for project presentation

- Final paper

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

【Textbooks】

Readings will be provided by the instructor.

【References】

Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】

Class Participation and Discussions: 20%

Presentations (Reading & Project): 30%

Final Paper: 50%

【Changes following student comments】

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

【Equipment student needs to prepare】

None

【Others】

- The schedule and detail may be subject to change.

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

ECN300LF

ESOP：上級経済学

Samuel OFORI

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

実務教員：

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

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

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

*Note：This course will be conducted fully online.

Feedback on assignments and exams will sent to students through email.

Where necessary, online meetings will be scheduled with students to discuss the feedback.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：オンライン/online

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

Week 5	The National Innovative System	The Role of Universities, Government and Businesses The Role of R&D
Week 6	The National Innovative System	Government - University Axis University-Business Axis Government - Business Axis
Week 7	Innovative Firms and Market	Entrepreneurship and New Firms Innovation and Firms Empirical Evidence on Returns to Innovation
Week 8	Diffusion and Social returns	Epidemic and Rank models of Diffusion Network and Lock-in Effects Spillover and Social Returns to Innovation
Week 9	Innovation and Globalization	Effects of Innovation on Jobs and Wages International Knowledge and Technology Flows: Theory and Evidence International Aspects of IPRs
Week 10	Japan's Network Economy I	The Origins of Japanese Network Structures Emergence of Network Structures: From Meiji through Prewar
Week 11	Japan's Network Economy II	Transformation of Network Structures: The Wartime Economy Institutionalization of Network Structures: The Postwar Economy
Week 12	Japan's Network Economy III	Network Organization in Japan Keiretsu What Keiretsu Do: Performance Consequences
Week 13	Japan's Economy I	High Growth Era
Week 14	Japan's Economy II	The Bubble Burst and Recession

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

Students should expect to spend about four hours every week, besides class meetings, for readings and homework related to this class.

【Textbooks】

Textbook is not required.

【References】

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

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

Case Studies from Harvard Business Publishing

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

【Grading criteria】

Active class participation (participation in class discussions/completion of in-class tasks) is 10%

Homework (40%)

2 Exams (25% each)

【Changes following student comments】

Students' preferences for assignments and topics have been incorporated into the course.

【Equipment student needs to prepare】

Hosei Learning Management System and Zoom will be utilized

【Others】

Prerequisites: Students should have taken some basic courses in Economics.

ART300LF

ESOP：日本のビジュアルアート表現

Kumiko KATO

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

実務教員：

【Outline and objectives】

This course aims to explore visual arts in Japan and its development, focusing on traditional, modern and contemporary visual art movements, while providing students with a general understanding of the history of Japanese art.

Adopting interdisciplinary and practice-based approaches to arts and media, we will look at how visual art and its aesthetics have been shaped from a cross-cultural point of view, and how it influences Japanese life and perspectives today. Students can expect to gain a deeper understanding of Japan and its culture by the end of the course.

【Goal】

The course aims to nurture a critical eye for the visual arts in Japan through lectures and practice while referring to correlated art movements as well as the historical background of the arts in Japan.

By the end of the course, students will:

- be acquainted with various forms of Japanese visual art, gaining insights into the historical development of the visual arts in Japan
- possess a deeper understanding of visual expression, cultural concepts and aesthetics of today through exercises and discussions
- comprehend and apply standard terminology within the study of Japanese Art

*Note: Whether the course will be conducted fully online or face-to-face will be decided and announced by the university.

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

【Method(s)】

To develop student understanding of visual arts in Japan, the course will incorporate in-class lectures, practice-based tasks, discussions, readings, videos and guest lectures.

Students are expected to actively engage in weekly exercises and discussions.

Main assignments include:

- weekly short journal entries about the topics covered that day
- mid-term report covering topics discussed in the first half of the course. (More details will be announced during the course.)
- final presentation to allow students to demonstrate their knowledge of key concepts based on what they have learned through readings, discussions, and lectures. Students are to make a presentation as their final report on a topic of their choosing – subject to instructor approval – that relates to materials covered in the course. The presentation style will be announced during the class.

Students are required to read assigned material before and/or after class and come prepared to discuss the content at each lecture. Preparation for class will take about two hours per week. The average study time outside of class per week would be roughly two hours. Weekly journal would be the main homework every week, and students are expected to bring or collect materials that relate to the topic to be covered in each lecture. Mutual feedback for your assignment and activity will be discussed at the beginning of each class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1.	Introduction	Introducing the course and expectations
2.	Eyes Towards Nature	Looking into abstracts and symbols
3.	Buddhism and Art in Japan	Exploring the influence of religious beliefs
4.	What Makes It “Japanese”?	Art of storytelling and its tradition
5.	Realism	Observing humanity in art
6.	Transience and Imperfection	wabi sabi in art
7.	Power of People	Media and mass art
8.	Guest Lecture	Aesthetic of beauty in forms and patterns *The guest lecturer and date are subject to change
9.	Influence of Foreign Cultures	New waves of art movements
10.	The Role of Visual Art in Our Society	Diverse art expressions
11.	Summary+Research and Strategy	Summary of lectures+Guest lecture: How to develop your ideas
12.	Research and Strategy	Discussion and review of work-in-progress for the final presentation
13.	Final Presentation	Giving presentation
14.	Review	Presentation feedback session

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

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

A weekly assignment will be given, and students will be required to submit a short journal entry related to the topic covered in each lecture.

* The assignment is subject to change depending on whether the class is face-to-face or online.

【Textbooks】

Course materials will be provided both during the class and online HOPPII / Google Classroom.

【References】

Recommended Readings:

While not compulsory, students are encouraged to read the following books:

- 1)Hideki Nakazawa. Art History: JAPAN 1945-2014. Art Diver, 2014
- 2)Doryun Chong. From Postwar to Postmodern: Art in Japan 1945-1989:Primary Documents (MoMa Primary Documents). Duke University Press, 2012
- 3)Joan Stanley-Baker. Japanese Art (World of Art). Thames & Hudson, 2014
- 4)J. Thomas Rimer, Toshiko McCallum. Since Meiji: Perspectives on the Japanese Visual Arts. 1868-2000. Univ of Hawaii Pr, 2011
- 5)Mason, Penelope E., and Donald Dinwiddie. History of Japanese Art. Pearson Prentice Hall, 2005

Other Online Resources:

- Japanese Art
https://en.wikipedia.org/wiki/Japanese_art#Miyabi
- Google Arts and Culture: Made in Japan
<https://artsandculture.google.com/project/made-in-japan>
- Japanese Art Metropolitan Museum of Art
<https://www.metmuseum.org/exhibitions/listings/2015/discovering-japanese-art>
- Clark Center for Japanese Art and Culture collection
<https://oac.cdlib.org/findaid/ark:/13030/kt500023mk/>
- Students are also expected to follow Japanese news. Some useful links are:
<https://mainichi.jp/english/>
<https://www.japantimes.co.jp/>
<https://japantoday.com/>
<https://the-japan-news.com/>

Students are welcome to share other media outlets in class.

【Grading criteria】

Participation and Attendance 10%

Weekly Assignments 20%

Discussion Sessions 20%

Mid-term Report 25%

Final Presentation 25%

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

【Changes following student comments】

Not applicable

【Equipment student needs to prepare】

*Handouts will be prepared for each class. All assignments must be submitted through the online platform and students are expected to bring a laptop if the class is being conducted face-to-face.

*Required equipment is subject to change depending on whether the class is face-to-face or online.

【Others】

*HOPPII will be the main platform used to share class information, materials, reports, etc. Google Classroom may also be used for convenience and according to need.

*The guest lecturer is subject to change depending on whether the class is face-to-face or online.

SOC300LF

ESOP：日本の社会問題

Sachiko HORIGUCHI

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

実務教員：

【Outline and objectives】

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

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

【Goal】

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

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

【Method(s)】

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1.	Introduction	Making sense of Japanese social problems
2.	Sociological Approaches to Social Problems	Introduction to the social constructionist perspective on social problems (self introduction due)
3.	Approaches to Japanese Society: <i>Nihonjin-ron</i>	Overview of key concepts in <i>Nihonjin-ron</i>
4.	Critical Approaches to Japanese Society	Overview of critiques against <i>Nihonjin-ron</i>
5.	A Case Study of a Japanese Social Problem: <i>Hikikomori</i> (Youth Social Withdrawal)	Lecture of instructor's research on <i>hikikomori</i>
6.	Approaching Japanese Social Problems	Discussion of media reports on Japanese social problems (article assignment 1)
7.	Rethinking Motherhood and the Japanese Family	Examining gendered division of labor in the home through a case study of child abuse

8.	Suffering School-children	Examining <i>ijime</i> (bullying), <i>futoko</i> (school non-attendance), and violence in schools
9.	Education and "Internationalization"	Examining <i>kikokushijo</i> (returnees), their problems and privileges
10.	<i>Otaku</i> : From a "Moral Panic" to "Cool Japan"	Examining shifting interpretations of <i>otaku</i> subcultures
11.	LGBTQIA+: Accepted or Not?	Examining shifting perspectives on LGBTQIA+ issues
12.	Gender & Work	Examining the <i>salaryman</i> masculinity through a case study of <i>karoshi</i> (death due to overtime work)
13.	Challenges of an Aging Society	Examining "good death" and care for the elderly
14.	Summing up	Summary and discussion of media reports on Japanese social problems (article assignment 2)

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

Students are expected to complete regular reading assignments prior to class and to be ready for productive discussions on the assigned readings. They should also prepare for either a presentation or a paper on a topic of their choice. Students should expect to spend roughly 4 hours per week for preparation/review outside of class.

【Textbooks】

We will not use a textbook. Required readings will be provided by the instructor.

【References】

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

【Grading criteria】

Active class participation/Completion of in-class tasks (14 sessions, 3% each) 42%

Reading notes (checked in 10 sessions; minimum A4 half-page notes including key questions of the text, at least 2 key terms & definitions, 1 discussion question, 2% each) 20%

Self-introduction (200-word text + photo/2-3 minute video, due Week 2) 4%

Article assignments (finding and sharing a non-academic media story; in-class discussions of the articles will involve applications of a social constructionist approach to social problems) (twice, 5% each) 10%

Presentation/paper (5-minute presentation or 1000-word paper on a topic of choice) 20%

End of semester essay reflection (200 words on what you learned in the course) 4%

【Changes following student comments】

Students gave positive feedback on discussions, so I will continue to include discussions in class.

【Equipment student needs to prepare】

We will use the Learning Management System available from the university.

【Others】

You must attend the first class if you are interested in the course. We may have student selection in the first class, depending on the number of interested students.

MAN300LF

ESOP：マーケティング論

Y.SUZUKI H.WATANABE, K.TSURUMI, N.KANAZAWA, R.ITO

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

実務教員：

【Outline and objectives】

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

1. Consumer Goods
2. Tourism Industry
3. Sogo Shosha (Integrated Trading Company)
4. Food
5. Automobile

【Goal】

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

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

【Method(s)】

This is an interactive course which focuses on recent developments in marketing with attention to actual processes and strategies in each industry. It aims to introduce the practical views and opinions of experienced players in the field of marketing. Their following brief profiles may help students enrolling in the lecture.

Feedback will be provided through discussions in the class.

-Yoshiko SUZUKI

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

-Hiroyoshi WATANABE

Worked for Japan Tourism Marketing Co., (later became JTB Tourism Research & Consulting Co.). Engaged in research and consulting services for public and private sector.

-Kunio TSURUMI

Worked for Sumitomo Corp. Engaged in marketing, Corporate Communications (Public Relations) and Research. Stationed in UK and U.S.A. for about 12 years.

-Norikazu KANAZAWA

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

-Ryohei ITO

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
Class 1	Overview of Marketing (Y. Suzuki)	Key concepts of marketing and global marketing
Class 2	Marketing in Consumer Goods - I (Y. Suzuki)	Globalization vs. Localization
Class 3	Marketing in Consumer Goods - II (Y. Suzuki)	Uniqueness and commonality of Japan market in a global market

Class 4	Marketing in Consumer Goods - III (Y. Suzuki)	Transition of consumer marketing in Japan
Class 5	Tourism Industry I (H. Watanabe)	Introduction of travel and tourism What is Travel and Tourism? Why tourism is so important for local economy? Tourism for local vitalization in Japan
Class 6	Tourism Industry - II (H. Watanabe)	Tourism related business Future of travel and tourism
Class 7	Marketing Strategies of Sogo Shosha - I (K. Tsurumi)	What is "Sogo Shosha"? It's origin and function.
Class 8	Marketing Strategies of Sogo Shosha - II (K. Tsurumi)	Marketing of Sogo Shosha, how do you improve corporate image?
Class 9	Marketing of Food products in Japan - I (N. Kanazawa)	Overview of Japanese Food industry
Class 10	Marketing of Food products in Japan - II (N. Kanazawa)	Actual Marketing of Vegetable Oils
Class 11	Marketing of Food products in Japan - III (N. Kanazawa)	Case study, Food Safety and Labeling
Class 12	Marketing in the Automobile industry - I (R. Ito)	Introduction and Overview of Auto Industry
Class 13	Marketing in the Automobile industry - II (R. Ito)	Practices of Japanese Auto manufacturers
Class 14	Marketing in the Automobile industry - III (R. Ito)	Future of Auto Industry

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

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

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

【Textbooks】

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

【References】

To be announced in class.

【Grading criteria】

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

Final grade will be determined as follow:

Class participation: 30%

Writing assignment (reports): 70%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

To be informed later if any

【Others】

For GIS students, this course is limited to five (5) students. GIS will determine the five students. For more information, please the GIS office. (GIS students who entered prior to 2012 can apply for the course at the Global Education Center.)

GDR300LF

ESOP：日本社会演習 I

Sayako ONO

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

実務教員：

【Outline and objectives】

The course will introduce contemporary Japanese society with a special focus on gender studies. Students are expected to read academic articles and discuss topics related to gender roles in the family, media and performing arts of Japan.

Both international students and regular Hosei students will work together in groups to conduct a fieldwork experiment and create presentations and papers on a topic covered in class.

【Goal】

By the end of the course, students should be able to build their knowledge of Japanese contemporary society by critically examining gendered and stereotyped images of Japan. In conducting the group work together, both international and domestic students will gain cooperation skills and be able to share their viewpoints, which will be drawn from their diverse perspectives.

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

【Method(s)】

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

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Introduction to the course and to gender studies in Japanese contemporary society
2	Gender equality in Japan (1)	Gendered gaps in the workplace and politics
3	Gender equality in Japan (2)	Gendered division of labour at home
4	Gender ideals among Japanese youth	Changing notions of gender roles: ikumen, kajidan, joshiryoku
5	Gender and koseki system in Japan	Shared family names, same-sex marriage, mukokuseki
6	Gender, sexuality and violence in Japan	Sexual harassment, sexual assault
7	Gender and sexuality in Japanese pop culture	Child pornography vs. freedom of expression
8	Gender and sexuality in the Japanese media	Body images, sexual orientation
9	Gender and contemporary performance in Japan	Musical/dance performance, cosplay
10	Fieldwork methods	How to conduct an ethnography, form a group based on the chosen topic (including at least one domestic Hosei student), submit a plan for mini-ethnography

11	Preparations for mini-ethnography	Group tutorials for mini-ethnography, submit a fieldnote
12	Post mini-ethnography project I	Data analysis of mini-ethnography: Presentations I
13	Post mini-ethnography project II	Data analysis of mini-ethnography: Presentations II
14	Data analysis of mini-ethnography	Submit a first draft of essay, peer review of essay

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

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

2.Students will be also expected to spend a significant amount of time outside of class preparing for and conducting a group fieldwork project on a topic covered in class.

a. Every group will submit a plan for their mini-ethnographic study by Week 10.

b. After completing the mini-ethnographic project, they will make a group presentation and each person will write an individual report about it for submission at the end of the course.

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

【Textbooks】

A textbook is not required.

【References】

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

【Grading criteria】

Contribution to class discussions (25%)

Weekly assignments (20%)

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

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

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

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

【Others】

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

ECN300LF

ESOP：国際金融論

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

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

実務教員：

【Outline and objectives】

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

【Goal】

Students will learn about:

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

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

【Method(s)】

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

Feedback will be provided through discussions in the class

-Mitsuru ISHIBASHI:

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

-Osamu SAITO

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

-Katsuhiko AOKI

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

-Eiji KOIZUMI:

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
Class 1	International Finance (Course Overview) (M. ISHIBASHI)	Orientation and International Monetary Circulation
Class 2	Direct Finance and Indirect Finance 1 (O. SAITO)	Introduction: What does "finance" mean to you? Direct and Indirect Finance

Class 3	Direct Finance and Indirect Finance 2 (O. SAITO)	Risks of Investments
Class 4	Direct Finance and Indirect Finance 3 (O. SAITO)	Case study discussion
Class 5	International Currencies and Foreign Exchange 1 (M. ISHIBASHI)	Trade Transaction: Import Financing and Deferred Payment
Class 6	International Currencies and Foreign Exchange 2 (M. ISHIBASHI)	What is the Foreign Exchange Market?
Class 7	International Currencies and Foreign Exchange 3 (M. ISHIBASHI)	What is Foreign Exchange Risk?
Class 8	M&A 1 (K. AOKI)	M&A transaction, strategy, etc
Class 9	M&A 2 (K. AOKI)	M&A transaction, process of M&A key issues
Class 10	M&A 3 (K. AOKI)	Case study discussion
Class 11	International Finance in Asia 1 (E. KOIZUMI)	Finance and Investment in Asian Countries I
Class 12	International Finance in Asia 2 (E. KOIZUMI)	Finance and Investment in Asian Countries II (Focusing on China)
Class 13	International Finance in Asia 3 (E. KOIZUMI)	Project Finance
Class 14	International Finance in Asia 4 (E. KOIZUMI)	Case Study Discussion

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

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

【Textbooks】

All readings will be distributed by the instructor.

【References】

To be informed in class

【Grading criteria】

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

Final grade will be determined as follows:

Class participation: 30%

Writing assignment (reports): 70%

【Changes following student comments】

Not Applicable

【Equipment student needs to prepare】

To be informed later if any.

【Others】

None

MAN300LF

ESOP：上級マーケティング論

John FOSTER

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

実務教員：

【Outline and objectives】

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

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

【Goal】

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

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

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

【Method(s)】

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

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

Participation

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

Feedback

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

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

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

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1.	8 April: - Introduction	- Introduction to the course - Marketing Framework Overview - Discussion of current issues in marketing – globally and in Japan
2.	15 April: - Market Analysis	Uncovering the deeper issues and problems in markets; a framework for analyzing markets; an examination of the Japanese market; accessing information
3.	22 April: - Marketing Strategy and Perspective	Orienting perspectives toward marketing through examining the works of marketing practitioners
4.	6 May: - Introducing and practicing the Case Study Method	First case analysis and application of the case study method; Mini-case on brand extension and reviving a sagging brand
5.	13 May: - Innovation I	An examination of the importance of innovation in the marketing process; including the seminal work of Clayton Christensen - The Innovator's Dilemma; Product innovation in Japan; The silver market phenomenon
6.	20 May: - Innovation II	Case: Suntory: Rebranding the Japanese Whisky Highball. working with cultural constraints in product design
7.	3 June: - Culture and Advertising	How ought international marketers approach culture difference? And, how does culture affect advertising? These critical questions are examined with the works of Hofstede and De Mooji.
8.	10 June: - Advertising and Branding	Advertising Strategy - An Examination of state of advertising with a focus on global advertising in Japan
9.	17 June: - Brand extension strategies	Case: Swiss Army Brand extension of global brands and the challenge of extension and change in the Japanese market – a comparison with Asian markets
10.	24 June: - Midterm Presentations	DUE: Assignment Student presentations, discussion and peer feedback of a product develop task assigned earlier in the term (Bottled Water). An opportunity to apply course learnings in developing a product/marketing campaign for the Japanese market Presentation on major assignment

- | | | |
|-----|--|---|
| 11. | 1 July:
- Global Marketing -
Branding | Case: Ippudo: Bringing Japan to Paris in a Bowl
How to position a Japanese food service product in a foreign market? Developing a new marketing mix; differentiation in a foreign market; promotional strategies; cross-cultural differences in customer expectations. |
| 12. | 8 July:
- Global Marketing -
Strategy | Illy Espresso: Where to expand next? Using an array of data in the case and several frameworks introduced in class, the case requires the answer to a very important marketing decision. |
| 13. | 15 July:
- Marketing Strategy
in Japan - Product,
brand and positioning
innovation | Case: Nestle Kit Kat in Japan Parts A and B - Sparking a Cultural Revolution.
This case examines the creativity and innovative success of a foreign brand in the Japanese market. |
| 14. | 22 July:
- Marketing Strategy
in Japan
- Course review and
wrap up | Case: Nestle Kit Kat in Japan Parts C and D
Review of course concepts, final group and class discussion on key topics. Future directions. |

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

- Weekly reading assignments.
- Case study reading and preparation for in-class discussion
- Marketing research essay, presentation preparation.
- Product development (for the Japanese market) assignment and presentation.

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

[Textbooks]

No required textbook.

An array of articles and readings will be made available in the course.

Students are expected to keep an eye on current affairs in Japan by following the news regularly.

[References]

Additional articles, academic papers, links and videos will be introduced in class as necessary.

[Grading criteria]

Participation: 10%

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

Case Studies: 40%

Be ready to discuss cases in group and with the class as a whole. Please note that you will sometimes be asked very specific questions about the readings, and to make short group presentations regarding the material.

Product development: 20%

Marketing Research Assignment and Presentation: 30%

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

[Changes following student comments]

Some case studies were revised / replaced due to student feedback.

[Equipment student needs to prepare]

A computer or mobile device capable of running Zoom. - in the event that classes are required move online.

ARS300LF

ESOP：日本の戦争と歴史認識

Jeffrey James HALL

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

実務教員：

[Outline and objectives]

Japan is a nation that has undergone huge changes in the last 150 years, transforming from a feudal society ruled by warriors, to an expansionistic imperial state, and then to a modern democracy with a pacifist constitution. This course explores how issues of militarism, pacifism, and nationalism have shaped Japanese identity and history.

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

[Goal]

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

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

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

[Method(s)]

Class sessions will consist of lectures, discussions(in-class and via online forum posts), and viewing of documentary films.

Feedback will be provided via written comments on assignments on the Hoppii system, and students can also request private Zoom sessions with the instructor to discuss their progress in the course.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

No.	Theme	Contents
1.	Introduction / Background History	An introduction to the outline of the course and some background history on pre-modern Japan.
2.	Militarism, Empire, and War in Meiji Era Japan (2)	Part 1 of a discussion of Pre-World War I Japanese society and the military.

3.	Militarism, Empire, and War in Meiji Era Japan (2)	Part 2 of a discussion of Pre-World War I Japanese society and the military.
4.	The Interwar Years	World War I, Taisho Democracy, and the rise of Military influence
5.	The Pacific War (1)	A discussion of the international events leading the World War II, as well as gender and wartime Japan
6.	The Pacific War (2)	A discussion of the home front and air raids in Japan
7.	The Pacific War (3)	A discussion of the atomic bombings of Japan
8.	Defeat and War Crimes Trials (1)	A discussion of Japan’s defeat in World War II
9.	Defeat and War Crimes Trials (2)	A discussion of Japan’s surrender and the postwar war crimes trials conducted by the Allied Powers
10.	American Occupation (1)	The social and political changes brought about by foreign military occupation of Japan
11.	American Occupation (2)	The social and political changes brought about by foreign military occupation of Japan
12.	Postwar Reconciliation and Memory Disputes (1)	Part 1 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.
13.	Postwar Reconciliation and Memory Disputes (2)	Part 2 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.
14.	Postwar Reconciliation and Memory Disputes (3)	Part 3 of an overview of postwar attempts at remembrance and reconciliation, and the controversies that surround them.

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

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

[Textbooks]

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

[References]

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

[Grading criteria]

For each week of the class, there will be reading/lecture response assignment due (at least 250 words, to be submitted on the Hoppii online system) - 50% of the grade for this course.

There will also be a mid-term assessment, which is to prepare a plan for your final paper - 10% of your grade.

The Final Paper, due at the end of the semester - 40% of the grade in this course

[Changes following student comments]

Reading response assignments and in-class discussion grades have been replaced with a Lecture/Reading response, which allows students to choose whether they want to respond to lectures or readings. This has been done to make the workload of the course more manageable.

[Equipment student needs to prepare]

None.

【Others】
N/A

SOC300LF

ESOP：日本におけるジャーナリズム I

Robert SAKAI-IRVINE

Subtitle：Journalism and the Power of the Press in Japan

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

Day/Period：金 5/Fri.5

実務教員：

[Outline and objectives]

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

[Goal]

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

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

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

[Method(s)]

In Class

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

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

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

After Class

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

Final Paper and Presentation

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

Other Written Work

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

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

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

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

- Weekly reading assignments.

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

[Textbooks]

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

[References]

Additional literature will be introduced in class as necessary.

[Grading criteria]

Participation: 20%

Preparation: 20%

Short essay: 10%

Weekly reflections on Hoppii discussion forum: 10%

Final Essay Presentation: 20%

Final Essay: 20%

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

[Changes following student comments]

NA

[Equipment student needs to prepare]

A laptop or tablet would be handy, but not essential.

[Others]

The instructor has been a newspaper writer and editor at one of Japan's largest dailies since 2008.

[Prerequisite]

None

PRI300LE

ESOP：ネット社会と日本

Yoshiaki OHSHIMA

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

実務教員：

【Outline and objectives】

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

This course will focus on the evolution of network communications in Japan over the last few decades. A historical overview will be given on the development of the Internet. Japan's own deployment of global communication networks will then be characterized in terms of technology, standardization, business competition, governmental initiative and deregulation. Also the current status of broadband Internet will be discussed in terms of end-user experiences by taking examples from the following online services: 1) games and streaming multimedia, 2) wireless broadband, 3) ubiquitous computing, 4) net auctions and shopping, 5) weblogs, and social networking services.

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

【Goal】

To acquire a historical overview of Japan's development of "Internet"

To acquire knowledge on the current status of ICT environment of Japan

To become able to relate local experiences and observations to those acquired in home country in view of today's Internet

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

【Method(s)】

Classes are composed of a series of lectures and thematic discussions every week. The former chronologically covers significant events in the development of Internet in Japan. The latter deals with several subjects of today in order to help students better understand contemporary issues. Questions and comments submitted online and/or in the form of reaction paper will be answered or responded at the beginning of the following week unless notified otherwise.

In addition, group work activities will be given 3 times during the semester, where groups of 6~8 students collaborate on quick online research on different assigned topics chosen from contemporary issues such as prepaid SIM, online games, subscription services, IoT (Internet of Things), 5G, deep learning, etc. The outcome of such group work would be a brief in-class presentation. Critique will be provided for group activities based on the quality of presentation.

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

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

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
Week 1	Course Introduction and Overview	Lecture: Course outline and introduction. Concept and historical overview of "internetworking" Discussion: Getting a mobile phone?
Week 2	Early Years: N1 Network and S&T	Lecture: Early research effort and development in connecting computers in wide-area and local area domains. Discussion: Getting a mobile phone?
Week 3	Nationwide : JUNET	Lecture: Development of JUNET and its growth within academia. Discussion: Getting a mobile phone?
Week 4	JUNET and Inet Club	Lecture: Service model and the role of telecom companies in domestic and overseas connections. Discussion: LINE, Twitter, Facebook—What's your favorite social media?
Week 5	WIDE Project	Lecture: WIDE as large-scale project that has networked academia and industry of Japan. Discussion: LINE, Twitter, Facebook—What's your favorite social media?
Week 6	World Wide Web and ISP Competitions	Lecture: Web traffic via dial-up access and the emergence of Internet service providers. Enactment of the Telecommunications Business Law. Discussion: Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.
Week 7	Commercial IX	Group work 1: Lecture: Growing demand for Internet traffic and the development of the commercial network hub and backbone. Discussion: Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.
Week 8	Broadband Internet	Lecture: Field studies for xDSL and cable broadband services. Tardy development of broadband infrastructure. Discussion: Dark side — Addiction, piracy, illegal downloading, cyber bullying, etc.
Week 9	Plans for "e-Japan"	Lecture: Government initiative, strategic plans, and a road map to revitalize the nation for the 21st century. Discussion: E-commerce and net auctions — are you buying or selling? Group work 2:

Week 10	Development of "e-Japan"	<p>Lecture: Follow up strategies and acceleration plans and outcome.</p> <p>Discussion: E-commerce and net auctions — are you buying or selling?</p> <p>Group work 2: Presentation</p> <p>Lecture: End-user aspect of broadband Internet. Dealing with search engines, "blogsphere", and content archives. Digital divide revisited and web shadow.</p> <p>Discussion: From past to present—Writing up a time line of events!</p>
Week 11	Web2.0 and the Emergence of "Net Community"	<p>Lecture: Government strategic plans. Paradigm shift from "e-Japan" to ubiquitous society.</p> <p>Discussion: From past to present—Writing up a time line of events!</p> <p>Group work 3:</p> <p>Lecture: Current status and the possible future—Traceability of food product. E-wallet—Suica, FeliCa, PASMO. Mobile phones and WiFi. Social media.</p> <p>Discussion: Proposals for the term paper.</p>
Week 12	Ubiquitous Network Communications: "u-Japan"	<p>Lecture: Government strategic plans. Paradigm shift from "e-Japan" to ubiquitous society.</p> <p>Discussion: From past to present—Writing up a time line of events!</p> <p>Group work 3:</p> <p>Lecture: Current status and the possible future—Traceability of food product. E-wallet—Suica, FeliCa, PASMO. Mobile phones and WiFi. Social media.</p> <p>Discussion: Proposals for the term paper.</p>
Week 13	Users in Ubiquitous World	<p>Lecture: Current status and the possible future—Traceability of food product. E-wallet—Suica, FeliCa, PASMO. Mobile phones and WiFi. Social media.</p> <p>Discussion: Proposals for the term paper.</p>
Week 14	Final Discussion	<p>Summary on what we learned. Q&A for the term paper</p>

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

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

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

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

[Textbooks]

Reading materials will be made available on-line.

[References]

Reading materials will be made available on-line.

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

http://www.soumu.go.jp/main_sosiki/joho_tsusin/eng/index.html

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

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

Many useful articles and figures are available from archived "Internet White Paper" since 1996 till 2020, although you need to grab Japanese text and get help from crude translation services such as Google:

<http://iwparchives.jp/>

[Grading criteria]

Class participation with reaction paper: 20%

Review quiz: 20%

Homework: 30%

Term paper: 30%

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

[Changes following student comments]

I suggest students take enough time to enable themselves to sign on the campus network and find the "Hoppii" student portal before attending the class.

I have revised the schedule and made clear that lecture subjects and group work themes are on separate horizons for better classroom management. Please note that our group work themes are easy enough requiring no prior knowledge of subjects covered in the class. However, please don't miss out the possible learning outcome of what seemingly easy everyday topics could bring out. You learn a lot through group activities by exchanging and sharing your ideas and experience with your class mates, which turned out effective in the past years.

I would also emphasize the value of reading assignment suggested in the class to better prepared for group activities.

[Equipment student needs to prepare]

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

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

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

(*)Windows laptop PCs are available at the Hosei University Ichigaya Computing and Networking Center for on-campus use.

[Others]

We will use the "Hoppii" student portal for academic communication. The instructor will additionally provide a web-based e-Portfolio tool for individual workplace.

[Prerequisite]

None

SOS300LF

ESOP：多様な日本—安定と流転

Gregory KHEZRNEJAT

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

実務教員：

【Outline and objectives】

This is a team-taught course that aims to give students an in-depth look at multiple facets of Japan through a series of lectures given by scholars from diverse fields. The theme varies by year, and in 2021 the focus is on transnationalism in modes of expression in Japan. Through this course, students will acquire critical knowledge about a variety of forms of creative expression in Japan while also exploring the transnational flows of creation and consumption that defy simple formulations of discrete national culture.

【Goal】

Students will learn about the complex webs of connection and exchange that underpin culture. Students will synthesize the contents of the individual lectures to better understand the creation, maintenance, and consumption of culture in general, and will demonstrate their understanding through final presentations and papers.

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

【Method(s)】

This course will be taught online. This is a team taught course, and each lecturer might have slightly different methods of teaching the course.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1.	Overview	Explanation of the course, its theme for this year, and requirements. Warm-up discussion on transnational issues.
2.	Japanese Transnationalism (K. Takata)	Understanding the characteristics of Japanese transnationalism - past and present.
3.	Anime's Transnationality (S. Suan)	Exploring different ways to consider anime's globalization.
4.	South Korean Anime Industry (K. Choo)	Examining how the Japanese anime industry propelled the development of South Korea's animation industry.
5.	Visual Arts in Japan: Hito - Portraits (S. Kito)	In exploring portraiture in contemporary and traditional Japanese visual arts, what can we learn about shifting standards of beauty?
6.	Yeats' Symbolist Plays and New Noh (A. Takeuchi)	Discussing Yeats' adaptation of noh drama in his plays, which then influenced in creating "new noh" plays in Japan.
7.	Ryukyuan Culture (T. Seifman)	Ryukyu as a foreign country within Tokugawa Japan, and Okinawan foreignness or difference within Japan today.

8.	Japanese and American SF short-shorts (L. Cardi)	SF short-short stories by the Japanese writer Hoshi Shin'ichi (1926-1997) and the American writer Fredric Brown (1906-1972) from a comparative perspective.
9.	Colonial Literature (I. Holca)	Wang Changxiong's <i>The Torrent</i> : pre-war and post-war audiences; censorship and (self) translation.
10.	Translation and Adaptation (G. Kheznejat)	Kawabata Yasunari's <i>The Old Capital</i> in translation and film; Nobel Prize/nomination for the 36th Academy Awards (Best Foreign Movie).
11.	Sino-Japanese Bilingualism in Premodern Japanese Poetry (Y. Yamamoto)	Sino-Japanese poetry (kanshi and waka) gathered at the imperial palace in Kyoto in the autumn of 1783.
12.	Contemporary Transnational Authors in Japan (G. Kheznejat)	Transnational authorship and the fluctuating boundaries of national literature.
13.	Student Presentations	Student presentations on the knowledge they have acquired and discussion of related issues not covered in this course.
14.	Student Presentations	Student presentations continued and a final synthesis of course content.

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

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

Prepare a presentation or reading summaries.

Prepare for midterm exam and final exam.

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

【Textbooks】

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

【References】

The instructor will suggest reference materials whenever appropriate.

【Grading criteria】

Class participation (10%)

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

Speaking up during class discussions (20%)

Midterm exam (20%)

Final exam (30%)

【Changes following student comments】

Not applicable.

【Others】

Please note that the list of topics and guest lecturers may be modified.

ART300LF

ESOP：日本の演劇

Akiko TAKEUCHI

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

実務教員：

【Outline and objectives】

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

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

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

【Goal】

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

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

【Method(s)】

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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

14. Review Analysis of the plays created by the students

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

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

Prepare a presentation or reading summaries.

Prepare for midterm exam and final exam.

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

【Textbooks】

Reading materials will be provided as handouts or made available on

Hoppii. (Each student is responsible for keeping all the readings and bringing the assigned reading to class on the designated day.)

【References】

The instructor will suggest reference materials whenever appropriate.

【Grading criteria】

Class participation (10%)

Speaking up during class discussion (20%)

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

Midterm test (20%)

Final test (30%)

【Changes following student comments】

Not applicable

【Others】

The content of this syllabus may be subject to change.

MAN300LF

ESOP：コーポレートファイナンス

Nobuya TAKEZAWA

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

実務教員：

【Outline and objectives】

This course is an introduction to financial management for companies which operate globally. The course discusses the basic principles of financial management and applies them to the decisions faced by financial managers in global firms. The objective is to familiarize the student with financial concepts and tools used in business. The course provides an introduction to standard financial decision-making tools, the role of stock and bond markets, the risk & return tradeoff, and foreign exchange markets.

【Goal】

The fundamental goal of this course is to equip you, as a future business person, with a working knowledge of finance as a tool. Upon completing this course students should:

- 1) be familiar with financial securities such as stocks and bonds.
- 2) be able to explain and critique a net present value and internal rate of return analysis for a project (financial decision making).
- 3) be able to explain the risk-return trade-off as discussed in finance.
- 4) acquire working knowledge (familiar with) of EXCEL for discounting exercises and other finance related functions.
- 5) develop a solid understanding of the link between topics covered in finance and international business (and other areas/fields in business).
- 6) acquire the basic skills and knowledge to undertake more advanced course work in the area of finance.

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

【Method(s)】

The class consists of lectures, in class exercises and discussion. Feedback on in class exercises provided during class when appropriate. Active class participation is encouraged.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to Stocks and Bonds	Define and discuss the role of stocks & bonds (securities markets). Introduce the IPO process.
2	Introduction to Japanese Capital Markets	An overview of the history and unique characteristics of Japanese capital markets.
3	Overview of Balance Sheet and Income Statement	Introduction to the basic structure, rationale, and items in balance sheet and income statement. Familiarize students with how these statements summarize the business of a company.
4	Introduction to Financial Ratios	Introduction to profitability ratios and liquidity ratios.

5	Discounting and Time Value of Money	Introduction to the mechanics of discounting. Examples include obtaining the price of a straight bond.
6	Perpetuities and the Dividend Discount Model	Extending the discounting technique to perpetuities. Examples include obtaining the price of a share of stock.
7	Net Present Value Rule and Internal Rate of Return Rule	Introduce financial decision making rules.
8	Understanding Risk and Return	Measuring risk: variance and standard deviation.
9	Introduction to Portfolio Diversification	Understanding risk and portfolio diversification.
10	Capital Asset Pricing Model	Obtaining the cost of equity.
11	Weighted Average Cost of Capital	Cost of equity, cost of debt, and tax savings effect of debt.
12	The Foreign Exchange Market and Purchasing Power Parity	An introduction to the foreign exchange market (Japanese yen) and determine the fair exchange rate.
13	Review and Catch-up	Review course content and assignments.
14	Final Test	Final Test

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

Students are expected to read the assigned sections of the text prior to class and review notes after class (4 hours per week on average). Reviewing concepts and numerical exercises on a regular basis is especially important in building block oriented courses such as finance.

【Textbooks】

Text

Akashi Hongo, *A Bilingual Introduction to Corporate Finance*, 2nd edition, Chuo Keizai, 2019.

Notes and other readings provided by the instructor.

【References】

R. Brealey, S. Myers, and A. Marcus, *Fundamentals of Corporate Finance*, (international paperback) McGraw Hill.

Other references provided in class.

【Grading criteria】

- 1) Active, constructive participation (10%)
- 2) In-class and other assignments (30%)
- 3) Final test (60%)

Regular class attendance is required.

【Changes following student comments】

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

【Equipment student needs to prepare】

Notebook PC or pad with access to EXCEL.

SOS300LF

ESOP：日本における市民社会と社会運動

Kei TAKATA

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

実務教員：

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

The course follows a mixed lecture-seminar format, combining formal presentations, short lectures, and group discussions designed for ESOP students at Hosei. In the class, followed by the presentation, participants are expected to discuss the topics through critical readings of the materials. Students will choose a topic related to the themes of the course for the final paper. The instructor will provide feedback on the presentations during the class. Students can also access the instructor during office hours (prior appointment needed).

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	What is Civil Society?	Theoretical understanding of civil society public sphere
3	What are Social Movements?	Theoretical understanding of social movements, contentious politics
4	Japanese civil society and social movements	Japanese social movements; History of Japanese civil society
5	Anpo - The Nation-Wide Protest	Anpo movement; Civic (shimin) movement; Nationalism

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

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

- Reading assignments (every week)for active discussion during the class.

- Preparation for project presentation.

- Final paper

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

【Textbooks】

Readings will be provided by the instructor through Hoppii system,

【References】

Reference materials will be suggested by the instructor when- ever appropriate.

【Grading criteria】

Class Participation and Discussions: 20%

(Group or Independent)Presentation: 30%

Final Paper: 50%

【Changes following student comments】

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

【Equipment student needs to prepare】

None.

【Others】

None

LIT300LF

ESOP：日本の文学

Jana URBANOVA

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

実務教員：

【Outline and objectives】

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

【Goal】

Goals:

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

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

【Method(s)】

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1st class:	Introduction	Introduction to course; explanation of requirements and goals
2nd class:	Japanese perception of nature	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
3rd class:	Key concepts of Japanese aesthetics	Four aesthetic concepts in Japanese culture and literature; demonstration of these concepts in <i>Essays in Idleness</i> by the Buddhist priest <i>Kenkō</i>
4th class:	Historical overview of Japanese culture and literature - <i>Nara</i> and <i>Heian</i> periods	Brief overview of major literary works in their historical and cultural context with a focus on the <i>Nara</i> and <i>Heian</i> periods
5th class:	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)

6th class:	Poetic devices in classical Japanese poetry	Western metaphors vs. Japanese poetic tradition; various poetic devices used in classical Japanese poetry, such as pillow-words (<i>makurakotoba</i>), pivot-words (<i>kahekotoba</i>), acrostics (<i>oriku</i>), etc.
7th class:	Anthologies of Japanese poetry	The most important poetry anthologies and their different characteristics - <i>Collection of Ten Thousand Leaves (Man'yōshū)</i> , <i>Collection of Poems Ancient and Modern (Kokinwakashū)</i> and <i>One Hundred Poems by One Hundred Poets (Hyakunin Isshu)</i>
8th class:	Japanese <i>Heian</i> prose	Japanese prose in the <i>Heian</i> period and its different genres - tales (<i>monogatari</i>), essays (<i>zuihitsu</i>) and diaries (<i>nikki</i>)
9th class:	Japanese <i>Heian</i> writers	Flourishing of women writers in the <i>Heian</i> period with a focus on two prominent figures <i>Murasaki Shikibu</i> and <i>Sei Shōnagon</i> and their works <i>The Tale of Genji (Genji Monogatari)</i> and <i>The Pillow Book (Makura no Sōshi)</i>
10th class:	<i>Kamakura</i> period - historical, cultural and literary overview	<i>Kamakura</i> period and one of its representative literary works <i>The Tale of the Heike (Heike monogatari)</i>
11th class:	<i>Edo</i> period - historical, cultural and literary overview	Newly emerging <i>Edo</i> city culture and its various aspects
12th class:	<i>Samurai</i> spirit	Legendary warrior <i>Miyamoto Musashi</i> and his philosophy in <i>The Book of Five Rings (Gorin no Sho)</i>
13th class:	In mysterious and ghostly Japan	<i>Lafcadio Hearn</i> and his <i>Stories and Studies of Strange Things (Kwaidan)</i>
14th class:	Japan in the world	Nobel Prize winner <i>Kazuo Ishiguro</i> and his Japanese influences

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

Each student will be asked to submit a short written summary of the designated topic discussed during the semester and a final essay at the end of the semester. Students are also expected to actively engage in class discussions and to revise all of the provided reading materials. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】

Readings will be provided by the instructor.

【References】

Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】

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

【Changes following student comments】

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

【Equipment student needs to prepare】

Please prepare a folder to put in all handouts and reading materials that will be distributed during each class by the instructor.

【Others】

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

GDR300LF

ESOP：日本社会のジェンダー

Akiko MIZOGUCHI

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

実務教員：

【Outline and objectives】

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

All course readings will be in English.

Students will be informed about gender issues, both contemporary and historical ones, in Japanese society.

【Goal】

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

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

【Method(s)】

This course will combine lectures, discussions, presentations and screenings. The topics covered will include, but not necessarily be limited to, the following in the schedule section. Mid-term papers will be returned with comments. Feedbacks to the students’ presentations will be given in class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1.	Introduction	Overview of the course (A selection process may occur)
2.	Single women: supporting or resisting family?	Students will read the academic essay and discuss the issue.
3.	Orientalism or Reverse Orientalism?	Students will read the academic essay by a sociologist. *Student presentations begin.
4.	Famous “Lesbian” Author and her Novel	Students will read the academic essay about author Nobuko Yoshiya.
5.	Gender Dynamics in Shōjo Manga	Students will read the academic essay on the formation of post-war Shōjo manga.
6.	Gender and Theater (1)	Students will read the academic essay about the turn of the 19/20th century “actress debate”.
7.	Gender and Theater (2)	Gender dynamics in the Takarazuka Revue. *Topic of the mid-term paper to be announced
8.	Gender in Art	Students will read the academic essay on gender in Japanese medieval art.

9.	Theorizing “BL (Boys’ Love)” As a Transformative Genre	* Mid-term paper due *No Student Presentation Lecture
10.	Male Fans in Japan	Students will read the academic essay on “otaku,” “moe,” and consumption.
11.	Gender and Work (1)	*Mid-term paper to be returned. Students will read “Uchi, Gender and Part-Time Work.” (First half)
12.	Gender and Work (2)	“Uchi, Gender and Part-Time Work.” (Last half)
13.	Censorship of and Gender in Films	Students will read the academic essay on the obscenity trial of the film.
14.	Sexuality as Discursive Construct	*Final take-home exam questions to be announced. Student will read the short essay on sexuality as discursive contrast in Japan.

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

Students will read assigned texts.

Students will work on one individual or group presentation (depending on enrollment.)

Students will write one mid-term paper.

Students will answer one final take-home exam.

The average time for the above will be four hours per week.

【Textbooks】

We will not use a textbook.

【References】

None.

【Grading criteria】

1. Class Attendance and Participation 20%

2. Mid-term Paper 30%

3. Presentation 20%

4. Final Take-Home Examination 30%

【Changes following student comments】

None, as I have not taught this course in the past two years.

【Equipment student needs to prepare】

Hosei Learning Management System “Hoppii” (授業支援システム) will be used.

【Others】

You should attend the first class as a selection process may occur.

Attendance is mandatory. One absence will be allowed without penalty. Each absence beyond that will result in a penalty that may be equivalent to the lowering of the grade.

Students with a strong interest in gender issues in Japan are especially welcome.

ECN300LF

ESOP：日本のモノづくりと世界経済

Julia YONGUE

Credit(s)：2 | Semester：秋学期授業/Fall | Year：1
Day/Period：木 3/Thu.3

実務教員：

【Outline and objectives】

(1) To explore the origin and evolution of a wide array of ordinary Japanese goods ranging from ramen and cameras to cosmetics and anime, and (2) to trace their connections to the global economy and consumers in Japan and other parts of the world. By following the 'journey' of Japanese goods through time and space, students will learn some of the features of Japanese goods and interpret their impact on culture, business, and society.

【Goal】

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

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

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

【Method(s)】

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

*The course incorporates an 'active learning' element, whereby students will select/design a fieldwork project relating to the course themes and present their findings in class at the end of the semester.

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

*Note: The course may be held online or modified due to the pandemic.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to the course and key terms	Explanation of the course and its themes/goals
2	Rice cookers	Changing lifestyles at the height of monotsukuri Japan
3	Ramen and instant cup noodles	The Westernization of the Japanese diet
4	Coffee and coffee shops	Japan's connection to the global coffee industry
5	Japanese green tea	Images of 'things Japanese' (and Tea ceremony demonstration, TBA)
6	Wrap up and discussion	Comparing global and local marketing strategies for Japanese goods
7	Cosmetics	The globalization of beauty and the beauty industry
8	Cameras	The camera industry's role in changing the image of Japanese goods
9	Field trip (or class)	Camera Museum visit (or class)
10	Pokemon and Cool Japan	Culture (soft power) as a vector for the globalization of Japanese goods

11	Sushi and Tsukiji, Japan's global fishmarket	Global foods and marketplaces
12	Presentations and discussion	Small group presentations
13	Presentations and discussion	Small group presentations
14	Review and final wrap up	Discussion: Japanese goods and the global economy reassessed

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

Students are expected to do the reading assignments each week. Their final projects will require preparation, such as group discussions and field work outside of class. The average study time outside of class per week is 2 to 3 hours.

【Textbooks】

There is no textbook for this class. Reading materials as well as the the PPTs used in class will be provided via Hoppii.

【References】

*A general understanding of Japan would help students taking this course.

e.g., Andrew Gordon, A modern history of Japan from Tokugawa times to the present, Oxford University Press, 2008.

*General works on globalization and entrepreneurship such as the following would also be useful:

Pietra Rivoli, The travels of a t-shirt in the global economy: an economist examines the markets, power, and politics of world trade, Wiley, 2014.

Thomas Friedman, The Lexus and the olive tree: understanding globalization, Picador, 2012.

Geoffrey Jones, Entrepreneurship and multinationals: global business and the making of the modern world, Edward Elgar, 2013.

【Grading criteria】

(1) Participation: taking an active part in class discussions; reflection papers; museum visits (30%).

(2) Group work: presenting and leading a discussion based on the reading assignment (20%)

(2) Final project (50%): group presentation and final report, based on the presentation.

Students are expected to attend all of the classes and to be on time. Should the class be held via zoom, students should keep their video camera on at all times, unless doing so would compromise their internet reception.

【Changes following student comments】

N/A. Students are welcome to make requests or voice complaints and concerns at any time during the semester.

SOS300LF

ESOP：日本の若者・大衆文化

Sayako ONO

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

実務教員：

【Outline and objectives】

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

【Goal】

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

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

【Method(s)】

This course will be taught through short lectures, group discussions and video analysis. Students are expected to read the assigned readings and discuss related topics in class on a weekly basis. They will also make a presentation and write a report on a topic covered in class. Comments in the reaction paper will be introduced in class and used to deepen our discussions.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Introduction to the course and to the anthropological perspective on youth popular culture
2	Gender equity in Japan	Lecture on gendered division of labour in the workplace and at home
3	Gender and sexuality in pop culture	Lecture on gendered and sexualised images in the media and music industry
4	What is 'kawaii'?	Defining otaku and kawaii culture
5	Popular music I	Examining female idols and shojo
6	Popular music II	Examining male idols and shonen
7	Lolicon culture	Examining child pornography in pop culture
8	Subculture music	Examining Japanese music subcultures (e.g. Rock, hip hop)
9	Fashion I	Examining gender identity in fashion culture (e.g. crossdressing)
10	Fashion II	Examining gender identity in fashion culture (e.g. gender neutral fashion)
11	Media I	Examining gender roles in films/TV dramas
12	Media II	Examining body image on social media
13	Theatre performances	Examining theatre performances in Japan (e.g. Takarazuka, geisha)
14	Summing up	Discussion of gender representations in pop culture

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

1.The instructor will provide a weekly discussion question. Students must answer the question based on the required readings and submit their answer via Hosei Learning Management System to each class. These questions will be used for student-led discussions in class.

2.Students will be also expected to spend a significant amount of time outside of class preparing to make a presentation and writing a report on a topic covered in class.

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

【Textbooks】

All readings will be distributed by the instructor.

【References】

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

【Grading criteria】

Contribution to class discussions (25%)

Weekly assignments (25%)

Making a presentation (25%)

Writing a report (25%)

【Changes following student comments】

Not Applicable

【Equipment student needs to prepare】

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

【Others】

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

ARSI300LF
ESOP：日本の国際協力
 Nobuhisa TAKEDA
 Credit(s)：2 | Semester：秋学期授業/Fall | Year：
 Day/Period：木 5/Thu.5
 実務教員：

[Outline and objectives]

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

[Goal]

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

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

[Method(s)]

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

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to international cooperation of Japan	1) Why international cooperation is needed? 2) Who involved in the international cooperation in Japan? 3) What areas of international cooperation are necessary?
2	Japan's ODA: history and policy	1) Historical aspect of Japanese ODA 2) Japan as a recipient country 3) ODA policy and its trend
3	Trend of international development and Japan's ODA	1) Historical trend of international development cooperation 2) Economic theories and events behind the trend 3) Reflection of international trend towards Japan's ODA
4	Implementation mechanism of Japan's ODA	1) Different types of ODA 2) Project formulation and implementation process 3) Role of MOFA, other Ministries and JICA
5	Comparison with other donor countries	1) OECD-DAC Peer review on Japan's ODA 2) Comparison with major donor countries 3) National interest and strategic use of ODA
6	Technical cooperation project: role of JICA Experts	1) Approach of technical cooperation 2) Capacity development 3) Role of JICA Experts

7	Project Cycle Management (PCM)	1) Stakeholders Analysis 2) Problem Analysis and Objective Analysis 3) Project Design Matrix (PDM)
8	Infrastructure development and ODA loans	1) Economic development and role of infrastructure 2) Master plan study and regional development 3) Infrastructure development and ODA loans 4) Promotion of quality infrastructure investment
9	Human security and peace building	1) Human security concept 2) Application of human security concept in projects 3) Conflict prevention and peace building 4) Case from the JICA Project in Mindanao, the Philippines
10	Participatory development	1) Stakeholders participation in development projects 2) Role of community, NGOs and local government 3) Case from the JICA Project in South Sulawesi, Indonesia
11	Using Japanese experiences in development cooperation	1) How Japanese experiences can be used in international cooperation 2) MCH handbook for primary health care 3) Application of Kaizen practices
12	International cooperation through local governments	1) Why local governments are involved in international cooperation 2) One village one product movement 3) Jimotogaku (Locology)
13	International cooperation by Japanese NGOs	1) History of Japanese NGOs 2) Situation of Japanese NGOs 3) Relationship between NGOs and ODA
14	TICAD and Japan's cooperation to Africa	1) Japan's cooperation to Africa: Why? 2) TICAD process and Japan's initiative 3) Some cases of Japanese aid to Africa

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

Students are expected to read the required readings uploaded on the Hoppii. Other recommended references are listed in the Course Syllabus on the Hoppii. Students are required to write mid-term paper and final paper. The average number of study hours outside of class would be roughly 3 hours per week.

[Textbooks]

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

[References]

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

[Grading criteria]

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

[Changes following student comments]

N/A

[Equipment student needs to prepare]

PC and good access to internet connection.

[Others]

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

HIS300LF

ESOP：日本前近代史

Soichi TSUCHIYA

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

実務教員：

[Outline and objectives]

The purpose of this course is to develop an understanding of the history of pre-modern Japan, a period usually understood as ranging from the Paleolithic age to the end of the Edo period (1603-1868). We will give attention to political, economic, social, environment, and cultural developments, as well as reflect on history as a discipline. To gain such an understanding, we will read and discuss primary and secondary sources. Through our readings and discussion, we will consider questions such as: Why study history? How is history written? What are the origins of the Japanese people? What are distinctive Japanese cultural practices and rituals? How and why did they develop? Who were the samurai? Why did the Tokugawa shogunate enact a seclusion policy? How did Edo (Tokyo) develop into a major city?

[Goal]

1. Develop an understanding of the political, economic, social, and cultural dimensions of the history of pre-modern Japan.
2. Practice writing reflective and thoughtful essays on historical topics.
3. Engage in serious thinking and discussion about historical topics and history itself.

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

[Method(s)]

In this course, there will be a (10-20 pages) reading assignment every week, and the class will be based on the reading assignments. In other words, at the beginning of class, we review the previous class and give/share the feedback on the worksheets. Then I will explain the readings and we have a discussion about them. In the second half of the course, there is a plan to have the students do active learning several times.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	· Course Introduction
2	Prehistoric Age (Jomon and Yayoi period)	· How do we study prehistory? (Scientific, archaeological, and historical approaches)
3	Ancient Times (The Courtly Age)	· The emergence of the Yamato and imperial line · Nara (719-794) and Heian periods (794-1183) (The ancient kingship (imperial court) was established, conquered the "surrounding" areas and created a unique culture.)
4	Middle Ages 1	· The rise of the samurai.
5	Middle Ages 2	· Feudal society: Decentralization state, regionalism, local identity, and Civil war · Buddhism new sects · Ashikaga Bakufu (Muromachi period) · Muromachi Culture

6	Japan's Encounter with Europe	· European expansion into Asia (Imperialism and colonialism): The formation of a global society and the global movement of wealth, goods, people, and knowledge began · Christian century (1542-1640)
7	Period of Warring of States	· Warring States daimyo (warlord), Gekokujo, and Household code · 'Three Great Unifiers': Oda Nobunaga, Toyotomi Hideyoshi, and Tokugawa Ieyasu · Dissolve religious powers and the medieval order · Medical Science and Globalization
8	Edo Part 1	How to build the city Edo?
9	Edo Part 2: Early Modern: Between Traditional and Modern	· Tokugawa Bakufu, status system, and Neo-Confucianism · Early forms of capitalism and centralization · Conquest of Ezo, and Ainu people
10	Edo Part 3: Culture and scholarship	· Legibility and the realm: Matsuo Basho and Ino Tadataka · Science (Dutch medicine/learning) · Nativists (kokugaku, 国学)
11	Edo Part 4: The downfall of Tokugawa Shogunate	· Rebellions: Smash and break, and world renewal · External threat: Perry's arrival and the Unequal treaties · Sonno joi (尊王攘夷, expel the barbarian) and Kaikoku (開国, open the nation)
12	Student Research Project 1	Student Presentations
13	Student Research Project 2	Student Presentations
14	Final Examination	Review and final examination

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

Students will be expected to spend 3-4 hours, on average, each week preparing, reviewing, and/or completing assignments for this course.

1. There will be weekly reading assignments.
2. There will be some worksheets. (2-3 times)
3. Choose one topic related to pre-modern Japanese history and prepare a presentation about it

[Textbooks]

Brett L. Walker, "A Concise History of Japan", Cambridge University Press, 2015

(*Detail on how to obtain the reading materials will be given on the first day of class.)

[References]

Farris, William Wayne, Japan to 1600: A Social and Economic History, University of Hawaii Press, 2009

Pyle, Kenneth B., The Making of Modern Japan (second edition), D.C. Heath, 1996

Batten, Bruce Lloyd Batten and Philip C. Brown (edited), Environment and society in the Japanese island, Oregon State University Press, 2015

[Grading criteria]

Class Participation: 20%

Weekly assignments: 30%

Project Presentation (Topic: 10%, Presentation: 20%): 30%

Final Examination: 20%

[Changes following student comments]

N/A

POL300LF

ESOP：グローバル・ガバナンス

Masako YONEKAWA

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

実務教員：

【Outline and objectives】

This course aims at learning the objectives and nature of global social, security and economic governances, focusing on four thematic issues: (1) migration; (2) peace and humanitarian; (3) human rights; and (4) development. Students are to discuss and analyze structures, actors, intentions, and limits of global governance as well as those of Japan by examining some case studies.

【Goal】

At the end of the course, students are expected to deepen understanding on (1) causes of major global issues; (2) who are governing the world; (3) how the world is governed, ordered and organized; and (4) what kind of role Japan plays in global governance. Students will also enhance capacity of logical and critical thinking, and expand their global view “from below.”

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

【Method(s)】

Apart from lectures by the instructor and two guest speakers, students are to engage in group discussions during each class, and make at least one (group) presentation based on assigned reading materials.

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Concept of global governance and outline of the course; discussions on presentation plans
2	Migration governance I	Concept of migrants, refugees, and internal displaced persons; causes of forced movement
3	Migration governance II	Evolution on refugee durable solutions
4	Migration governance III	Migrants and foreign labor in Japan
5	Peace governance I	Concept of peace and conflict; causes of conflict
6	Peace governance II	Concept of humanitarian, and humanitarian aid
7	Peace governance III	Militarization, US military bases in Japan
8	Peace governance IV	Peacekeeping, and Japan's role in global peace
9	Human rights governance	Japan's human rights records
10	Development governance I	Poverty and inequality, origin of development aid; causes of poverty

11	Development governance II	Japan's foreign aid policy and practices
12	Development governance III	Case study of Japan's aid project in Mozambique (by a guest speaker)
13	Development governance IV	Watching documentary film "Poverty Inc."
14	Review discussion	Essay writing on unseen questions or essay assignment

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

Before each class meeting, all students will be expected to have read the relevant chapter(s) from the text or articles. Additionally, assigned students are to prepare presentation. Your required study time per week is at least two hours for reading, and roughly four hours for preparing presentation.

【Textbooks】

available in e-book

1 Post-Genocide Rwandan Refugees, Why They Refuse to Return 'Home': Myths and Realities, Masako Yonekawa, Springer, 2020

2 Globalization and Militarism: Feminists Make the Link, Cynthia Enloe, Rowman & Littlefield, 2016

3 Greed and Grievance: Economic Agendas in Civil Wars, Mats Berdal and David M. Malone eds., Lynne Rienner 2000

4 The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation, Oliver P. Richmond and Gëzim Visoka eds., Oxford University Press, 2021

available in hard-copies

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

2 Base Nation: How U.S. Military Bases Abroad Harm America and the World, David Vine, Skyhorse Publishing, 2017

【References】

International Organization and Global Governance, Thomas G. Weiss and Rorden Wilkinson eds., Routledge, 2018

Other reference materials will be provided or suggested by the instructor when necessary.

【Grading criteria】

Final grade will be calculated according to the following process:

mid-term report (30%);

term-end essay (40%);

in-class contribution, including group presentation (30%).

【Changes following student comments】

Not applicable

【Equipment student needs to prepare】

To be announced if any.

SOC300LF

ESOP：日本におけるジャーナリズムⅡ

Robert SAKAI-IRVINE

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

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

Day/Period：金 5/Fri.5

実務教員：

【Outline and objectives】

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

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

【Goal】

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

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

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

【Method(s)】

In Class

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

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

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

Articles

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

Other Written Work

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

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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

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

- Weekly reading assignments.

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

- Write three news articles and one short essay.

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

[Textbooks]

Readings will be assigned for each class.

[References]

Extra readings will be provided as required.

[Grading criteria]

Participation: 25%

Preparation: 25%

Three articles: 40%

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

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

One short essay: 10%

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

[Changes following student comments]

A lot more class time has been allotted to practicing how to write newspaper articles. This will be done in a group format.

[Equipment student needs to prepare]

A laptop or tablet would come in handy but is not essential.

[Others]

The instructor has been a newspaper writer and editor at a major Japanese daily since 2008.

ESOP：日本社会演習 II

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

Day/Period：

実務教員：

[Outline and objectives]

[Goal]

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

[Method(s)]

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

[Fieldwork in class]

[Schedule] 授業形態：

No.	Theme	Contents

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

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

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

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

[Textbooks]

Reading materials will be made available on-line.

[References]

Reading materials will be made available on-line.

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

http://www.soumu.go.jp/main_sosiki/joho_tsusin/eng/index.html

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

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

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

<http://iwarchives.jp/>

[Grading criteria]

Class participation with reaction paper: 20%

Review quiz: 20%

Homework: 30%

Term paper: 30%

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

[Changes following student comments]

I suggest students take enough time to enable themselves to sign on the campus network and registered on the Hosei Learning Management System before attending the class.

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

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

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

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

[Equipment student needs to prepare]

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

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

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

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

[Others]

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

