

# 2025年度 グローバル教育センター (ESOP) 講義概要 (シラバス)



法政大学

# 科目一覧

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## 凡例 その他属性

〈他〉：他学部公開科目	〈グ〉：グローバル・オープン科目
〈優〉：成績優秀者の他学部科目履修制度対象科目	〈実〉：実務経験のある教員による授業科目
〈S〉：サティフィケートプログラム_SDGs	〈ア〉：サティフィケートプログラム_アーバンデザイン
〈ダ〉：サティフィケートプログラム_ダイバーシティ	〈未〉：サティフィケートプログラム_未来教室
〈カ〉：サティフィケートプログラム_カーボンニュートラル	

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HIS300LF (史学 / History 300)

## ESOP：日本前近代史

Soichi TSUCHIYA

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

その他属性：

## 【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：対面/face to face

No.	Theme	Contents
1	Introduction	・ Course Introduction
2	Prehistoric Age (Jomon and Yayoi period)	・ How do we study prehistory Japan? (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 wars ・ 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 ・ The introduction of Christianity (1542-1640) ・ 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
7	Period of Warring of States	"Silence" (Director: Martin Scorsese, Original novel "Silence" written by Endo Shusaku)
8	Film	・ How to build the city Edo? ・ Tokugawa Bakufu, status system, and Neo-Confucianism ・ Early forms of capitalism and centralization ・ Conquest of Ezo, and Ainu people
9	Edo Part 1: Early Modern: Between Traditional and Modern	・ Legibility and the realm: Matsuo Basho and Ino Tadataka ・ Science (Dutch medicine/ learning) ・ Nativists (kokugaku, 国学)
10	Edo Part 2: Culture and scholarship	・ 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)
11	Edo Part 3: The downfall of Tokugawa Shogunate	Student Presentations
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. (5-7 times)
3. Choose one topic related to pre-modern Japanese history, prepare a presentation, and do 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: 20%

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

ESOP 発行日：2025/5/1

Final Examination: 30%

【Changes following student comments】

N/A

ECN300LF (経済学 / Economics 300)

**ESOP：上級経済学**

Sonia Isabel Mino AVILA

Credit(s)：2 | Semester：春学期授業/Spring | Year：1  
Day/Period：月4/Mon.4

その他属性：

**[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.

Feedback on assignments and exams will be 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：対面/face to face**

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>  
Kikkawa, T. (2019) History of Innovative Entrepreneurs in Japan, Springer <https://link.springer.com/book/10.1007/978-981-19-9454-8>

**[Grading criteria]**

Attendance & class participation (participation in class discussions / completion of in-class tasks) is 25%, Oral Presentation (25%), 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.

POL300LF (政治学 / Politics 300)

## ESOP：グローバル・ガバナンス

JENNY D A BALBOA

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

その他属性：

## 【Outline and objectives】

In a more complex and interdependent world, the issues have become even more challenging. Collective efforts of governments, international organizations, non-state actors, and individuals are needed to address these issues, such as the recent pandemic, the wars and conflicts that ruptured in various parts of the world, the humanitarian crisis, increasing poverty, economic insecurity, and climate change. Given the scale and depth of these challenges, global cooperation and collaboration are important. Governance of the efforts to deal with transborder problems has become vital for our world's stability and survival.

This course introduces the students to global governance and helps them critically analyze the important issues that transpired and continue to persist, as well as the ideas, actors, institutions, and mechanisms involved in dealing with the issues. The course will focus on three themes: (1) peace and security; (2) human rights and humanitarian actions; and (3) economic governance and sustainable development.

The first half of the course tackles the key concepts, theories, and institutions of global governance to provide the students with a framework for analyzing global issues. The second half of the course is devoted to discussions on crucial issues related to the three themes.

## 【Goal】

In this course, we will answer three key questions: (1) What is global governance?, (2) Why is it important?, and (3) How does global governance address the current and future challenges that the world is facing?

By the end of the course, the students will have a deeper understanding of global governance and understand the ideas, institutions, and mechanisms that enable the actors to address global issues, as well as the limits and challenges of global governance. The students will study some of the milestones in global governance in the past to solve conflicts, in addition to critically analyzing the present global conflict flash points, and vital future issues.

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

## 【Method(s)】

(If the Method(s) is changed, we will announce the details of any changes.)

Apart from lectures by the instructor, the students are expected to participate actively in class during group and individual reports. There will be group assignments and individual reports on assigned topics.

Feedback and comments are provided to individual students on their reports and Final Exam.

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

あり/Yes

## 【Fieldwork in class】

なし/No

## 【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	<ul style="list-style-type: none"> <li>Overview, definition of terms and key concepts of global governance</li> <li>Discussions on outline of the course and class requirements</li> </ul>
2	Theoretical foundation, Actors, Institutions and Mechanisms of Global Governance	<ul style="list-style-type: none"> <li>Theories of global governance</li> <li>The Role of the State</li> <li>International Government Organizations (IGOs)</li> <li>International Non-Government Organizations (INGOs)</li> <li>The UN as the Centerpiece of global governance</li> <li>Regional Organizations</li> </ul>
3	Peace and Security	<ul style="list-style-type: none"> <li>Wars and peaceful settlement of disputes</li> <li>Collective security, enforcement, and sanctions</li> <li>Issues in peace and security</li> </ul>
4	Human rights and humanitarian actions	<ul style="list-style-type: none"> <li>Historical roots of human rights</li> <li>Humanitarian norms</li> <li>Humanitarian governance</li> </ul>
5	Economic governance and Sustainable Development	<ul style="list-style-type: none"> <li>The evolving global economy: GATT, WTO, FTAs</li> <li>Ideas of development</li> <li>Challenges of sustainable development</li> </ul>
6	Group Report and Discussion	<p>Topics: (1) Should we change the current membership of the UN Security Council?</p> <p>(2) Are we entering a new era of protectionism?</p>
7	Case Studies 1: The UN Experience in Peace and Security	<p>(1) Race Conflict in South Africa (Apartheid policy, 1948-1994)</p> <p>(2) Arab-Israeli Wars and the UN Emergency Force (UNEF), 1956</p> <p>(3) The Korean Question (The Division of Korea)</p>
8	Case Studies 2: Current Conflict flash points	<p>(4) Taiwan's Dilemma and the China-Taiwan tension</p> <p>(5) The South China Sea conflict and the South China Sea Arbitration Ruling (Philippines vs. China)</p>
9	Case Studies 3: Human Rights and humanitarian actions	<p>Involuntary migration: Refugees, asylum-seekers, and displaced people and their host countries/communities of people affected by the:</p> <p>(6) Russia-Ukraine War</p> <p>(7) Gaza conflict</p> <p>(8) Afghanistan under the Taliban</p> <p>(9) The war on drugs and International Criminal Court Arrest of Former Philippine President Rodrigo Duterte</p>
10	Case Studies 4: Economic governance and Sustainable Development	<p>(10) Social protection and poverty reduction in the post-pandemic world</p> <p>(10) Health governance: Lessons from the pandemic</p>

11	Case Studies 5: Economic governance and Sustainable Development	(11)Climate Governance and climate deniers (12)Digital governance and its impact on democracy (13) US withdrawal from climate action and WHO
12	Guest speaker or Documentary viewing (if guest speaker is unavailable)	Japanese Immigration Law: Key issues and Trends; or other issues on the 3 themes
13	The future of global governance	Issues and challenges in global governance; Threats and opportunities under Trump 2.0 term
14	Wrap up lecture and review	Final lecture and examination

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

All students are expected to have read the relevant chapter(s) from the textbook or articles before each class meeting. Additionally, assigned students are to prepare presentations. Students' required study time per week is at least two hours for reading and roughly three hours for preparing presentations.

**[Textbooks]**

(1)Karns Margaret P Karen A Mingst and Kendall W Stiles. 2015. International Organizations : The Politics and Processes of Global Governance Third ed. Boulder Colorado: Lynne Rienner Publishers.

(2)Weiss Thomas G. 2013. Global Governance: Why? What? Whither? Cambridge UK: Polity Press.

(3)Bennett, A.Leroy 1991. International Organizations: Principles and Issues Fifth Ed. Prentice-Hall International Editions.

(4) Barnett, Michael N., Jon C. W. Pevehouse, and Kal Raustiala, eds.2021. Global Governance in a World of Change. Cambridge: Cambridge University Press. doi:10.1017/9781108915199.

**[References]**

To be provided by the Instructor.

**[Grading criteria]**

Final exam —————40%

Active Learning Task 1: Group work——30%

Active Learning Task 2:Individual presentation— 20%

Participation—————10%

**Notes:**

a) To receive credit from the class, you need to attend the lectures, participate in the Active learning tasks, and pass the final examination.

b) For the active learning tasks, other than applying what you learned in class, the activities also aim to enhance your presentation and teamwork skills. Excellent marks will be given to well-prepared, interesting presentations. The Active Learning Tasks can vary depending on class size. We will decide the Group activity on Week 2 and the Individual report assignments on Week 3.

c) Class participation – excellent marks will be given to those who raise relevant issues, contribute to class discussions in ways that reflect the reading materials, and treat the opinions of others with respect.

**[Changes following student comments]**

Not applicable

**[Equipment student needs to prepare]**

Submission of assignments and feedback will be via the Learning Management System.

**[Others]**

I have previously worked in a developing country government, an international research institution, and multilateral institutions. I will try to integrate some of the lessons I learned from my research and previous work experience in our discussions to give you a practical, real-world perspective on the interaction between and among governments and international organizations.

As with AI use, there are strict university guidelines about that. You may not use AI-generated work and pass it as your own for class reports and essay tests. It counts as cheating and can result in disciplinary action. If you're using the work of others, you need to cite them in your essays and reports, including the use of AI.



SOS300LF (その他の社会科学 / Social science 300)

## 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

その他属性：

## 【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.

【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：対面/face to face

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 based on: Chikako Kashiwazaki, "Multicultural Discourse and Policies in Japan: An Assessment of Tabunka Kyōsei" (pp. 1-15)
10	Discussion: "multicultural coexistence" today	
	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	Movie Day: Minamata (2019)	(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

**【None】**

Reading materials will be distributed before class.

ARSe300LF (地域研究 (東アジア) / Area studies(East Asia) 300)

**ESOP：東アジアメディア文化**

Kukhee CHOO

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

その他属性：

**【Outline and objectives】**

The last decades of the 20th century witnessed a great shift in the landscape of East Asian media and popular culture. Border-crossing visual cultural flows in conjunction with trans-Asian co-production among East Asian countries have not only strengthened the imaginary bond of "Asia," but also have cultivated a wider pan-Asian identity. This course will engage the interdisciplinary field of visual media and popular culture studies of East Asia. In this course, students will learn about the trans-Asian flow of East Asian Media.

**【Goal】**

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

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

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

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

**【Method(s)】**

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

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

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Lecture about popular culture in Asia.
2	Nationalism and Popular Culture	Readings on nationalism and popular culture.
3	Early "Asian" Cinema	Readings on early East Asian cinema networks.
4	Transnational Hong Kong Films	Readings on early Hong Kong films.
5	Postcolonial Japanese Pop Culture	Readings on early Japanese popular culture.
6	Japanese drama and modernity	Readings on Japanese television drama.
7	Midterm review	Midterm review
8	Japanese manga and popular music in Asia	Readings on early Japanese popular culture globalization
9	Fan practice in Asia	Readings on fan practice in Asia
10	Korean Television Dramas	Readings on Korean wave in Asia

11	Korean popular music and films	Readings on Korean media globalization
12	21st Century Cool Japan	Readings on Japanese popular culture during the 2000s.
13	Future of East Asian Media Flows	Readings on East Asian media flows.
14	Final review	Final review

【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】

Class reading material will be uploaded to HOPPII.

【Grading criteria】

Class participation (10%)

Reading assignments (20%)

Asking questions, speaking up during class discussions, and class behavior (20%)

Midterm exam (20%)

Final exam (30%)

【Changes following student comments】

Not applicable

【Equipment student needs to prepare】

Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】

This course requires students to have intermediate knowledge of media culture and globalization.

Do not miss the first class as a selection process may occur. The content of this syllabus may be subject to change.

【Prerequisite】

Previously taking classes on media, race and gender, and East Asian history will enhance the learning experience for this class.

SOC300LF (社会学 / Sociology 300)

**ESOP：家族とセクシュアリティ**

Hazuki KANEKO

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

その他属性：

**[Outline and objectives]**

This course introduces students to diverse family lives in contemporary Japanese society through the lens of sexuality. In particular, the normalization of heterosexuality within the family institution is explored and challenged. Topics include, but are not limited to, dating, marriage, procreation, infidelity, and the Japanese koseki system. Modern family structures, such as same-sex couples and cross-national families, are also within the scope of this course.

**[Goal]**

There are three goals for students to achieve by the end of the semester. First, students should become familiar with sociology as a debunking discipline and grasp the relationship between personal biography and social history. In other words, being able to explain what sociology does with specific examples when asked by others. Another goal is for students to be able to discuss how people from diverse backgrounds experience "the family" in Japan with relevant theories and concepts. Lastly, students are expected to gain greater sensitivity to inequality issues and to cultivate critical thinking skills to question the social norms and systems shaping people's intimate lives.

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

**[Method(s)]**

This course is delivered through a series of lectures, but students also engage in group presentations, participate in class discussions, and complete written assignments. Feedback on oral presentations and written assignments is typically provided in written form.

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

あり /Yes

**[Fieldwork in class]**

なし /No

**[Schedule]** 授業形態：対面/face to face

No.	Theme	Contents
1.	Introduction	An overview of the course; expectations and policies; What is sociological research on families and sexualities?
2.	Basic concepts and theories I	Students are introduced to sociological concepts and theories used in family and sexuality studies.
3	Basic concepts and theories II	Students are introduced to sociological concepts and theories used in family and sexuality studies.
4	Family formation and marriage I	This session examines changes in dating, courtship, and marriage practices, as well as the rise of online dating culture.
5	Marriage and having children II	This session examines the rise of the super solo culture and the increasing number of single adults for life.
6	Presentation and discussion (Group 1)	Students give presentations on family formation and marriage.

7	Lives of married couples I	This session looks at how gender roles are changing and how married partners navigate gender inequality in their relationships.
8	Lives of married couples II	This session discusses sexless relationships and the issue of infidelity.
9	Presentation and discussion (Group 2)	Students give presentations on the lives of married couples.
10	Modern families I	This session introduces alternative family structures and discusses social norms embedded in the Koseki system.
11	Modern families II	This session examines international marriages and related social issues.
12	Modern families III	This session discusses same-sex marriages and the lives of same-sex couples.
13	Presentation and discussion (Group 3)	Student give presentations on modern families and the koseki system.
14	Concluding discussions	A recap of the concepts and theories covered in the course.

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

Students should complete the assigned readings before each class and take notes. The average study time outside class would be about 4 hours per week. Questions for reflective memos and take-home exams are mostly based on the assigned readings.

**[Textbooks]**

All the materials will be uploaded on Hoppii. Students do not need to purchase a specific textbook for this course.

**[References]**

None

**[Grading criteria]**

Attendance and class participation: 25%

Presentation: 25%

Reflective memos: 25%

Take-home exam: 25%

**[Changes following student comments]**

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

**[Equipment student needs to prepare]**

Access to the internet and computer for downloading and viewing course materials and submitting reaction papers, presentation slides, and final exams. Hoppii will be used.

**[Others]**

Students must inform the instructor if they will be 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.

Using AI tools to check English writing (grammar/spelling) is allowed, but using them to generate content for written assignments is strictly prohibited. (If suspected, the student will be contacted personally and receive no point).

This course is committed to fostering an inclusive and respectful learning environment that values student diversity. As the instructor of this course, I will ensure a comfortable space for open dialogue, where different perspectives are encouraged. Mutual respect, active listening, and constructive engagement with ideas are expected from all students. It should be noted that diversity is sometimes misused to mask or even justify discrimination, undermining its original purpose. Diversity should foster inclusion and fairness, not serve as a cover for exclusionary practices.

MAN300LF (経営学 / Management 300)

**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 4/Tue.4

その他属性：

**[Outline and objectives]**

To explore the development of Japanese capitalism from the Edo period to the present and to learn about the role of entrepreneurship in the process. A special feature of the course is that students can gain practical knowledge outside the classroom through fieldwork projects. Because of its focus on Japanese business and society, this course is highly recommended for those who wish to work for a Japanese company after graduation.

**[Goal]**

Students who take this course will learn how capitalism evolved from the Edo period to the present and the roles of entrepreneurship and innovation in the process. They will also gain practical knowledge outside the classroom through group fieldwork projects.

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

**[Method(s)]**

Interactive lectures, group presentations, assignments, and one guided museum visit. For the final project, students design a fieldwork project related to the course themes and present their findings in class.

\*Feedback is given in class or during office hours.

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

あり /Yes

[Fieldwork in class]

あり /Yes

[Schedule] 授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Goals and themes of the course
2	Foundations of Japanese capitalism and entrepreneurship	Current features of Japanese business with roots in the Edo era
3	Emergence of Japanese capitalism and entrepreneurship	The formation of modern businesses in the Meiji period
4	Industrial capitalism and entrepreneurship	Business in the Taishō period and WW1
5	Wartime capitalism and entrepreneurship	Business in the war and occupation periods
6	Field trip	Guided tour of the Showa National Museum during class
7	Review and group discussion	Wrap up and group discussion on final project
8	The formation of the Japanese Business System	Business in the high growth period and social change
9	Communitarian capitalism and entrepreneurship	Business and social change in the stable growth period
10	Financial capitalism and entrepreneurship	The bubble economy and its impact on business and society
11	Japanese capitalism and entrepreneurship in a period of (s)low growth	Business in the lost decades and Abenomics

12	Presentations	Group presentations on fieldwork
13	Presentations	Group presentations on fieldwork
14	Presentations and assessment	Review and final wrap up

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

Students are expected to do all the reading assignments. Their final projects will require preparation outside of class, including group discussions and fieldwork. The average study time outside of class is at least 4 hours per week.

**[Textbooks]**

There is no textbook for this class. The reading materials and PPTs used in class will be provided on Hoppii.

**[References]**

Selection of course-related references:

- (1) Pierre-Yves Donzé and Julia Yongue, Japanese capitalism and entrepreneurship: a history of Japanese business from the Tokugawa period to the present, Oxford University Press, 2024.
- (2) Jürgen Kocka, Capitalism A Short History, Princeton UP (2016).
- (3) Andrew Gordon, A modern history of Japan from Tokugawa times to the present, Oxford University Press, 2008.

**[Grading criteria]**

(1) Participation: taking an active role in class discussions; museum visit; reflection papers/assignments (30%).

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

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

Students are expected to attend all of the classes and to be on time.

**[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 to enroll in this course. Anyone is welcome to join!

SOS300LF (その他の社会科学 / Social science 300)

## 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

その他属性：

## 【Outline and objectives】

This course examines 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, and 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 cannot be seen only by 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：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	International, Global, and Transnational	Theories of globalization and transnationalism; History of globalization
3	Global and Transnational Japan	Globalization and Japan; Kokusaika and Gurōbaruka

4	Globalization, Culture, and Politics	Globalization of culture; Cool Japan; Nation branding
5	Globalization and Tourism	Inbound tourism, Foreign tourists; Tourism and social change
6	Globalization of Language	Global language; Englishinization
7	Transnational Mobility of Japanese Youth	Japanese returnees; Kikokushijo; New Japanese emigrants
8	Japanese Emigrants	Japanese emigration to overseas; Return migrants
9	New Migrants in Japan	Contemporary migration; Migration policy; Public opinion towards migrants
10	Multiculturalism and Cosmopolitanism	Multiculturalism and Cosmopolitanism; Tabunka Kyōsei; Integration
11	Mixed Race (Hāfu) and Identity	Transnationalism and racial hybridity; Hāfu, Daburu, Mikkusu
12	Nationalism	Global Inequality, Neoliberalism and Nationalism
13	Final Presentations 1	Wrap Up session; Student presentations on chosen topics
14	Final Presentations 2	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: 25%

Presentations (Group Work): 25%

Final Paper: 50%

## 【Changes following student comments】

Share students' feedback and comments during the lecture.

## 【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.

GDR300LF (ジェンダー / Gender 300)

## ESOP：日本社会演習 I

Sayako ONO

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

その他属性：

## 【Outline and objectives】

The course will introduce contemporary Japanese society focusing on popular culture in the traditional media with specially attention to the philosophy, religion and gender representation in the works of Miyazaki Hayao.

Students are expected to read academic articles and discuss issues related to aesthetics, nostalgia and imagination in Japanese popular and theatrical performance.

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 contemporary Japanese society by critically examining social issues through popular culture and its interpretation in the traditional media. 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, group discussions and video analysis. Students are expected to read the assigned readings and discuss related topics in class on a weekly basis. They will also conduct mini-ethnographic projects 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：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course and to popular culture in traditional media in contemporary Japanese society
2	Transnationalism and Miyazaki Hayao	Localisation and globalisation of Japanese popular culture
3	Nostalgia and fantasy	My Neighbour Totoro
4	Possible field trip (TBA)	Visit to a temple/shrine to understand the ritual ceremonies
5	Female empowerment	Princess Mononoke
6	The philosophy of Miyazaki Hayao	Princess Mononoke
7	Shintonism and consumerism	Spirited Away

8	Magical imagination and social issues	Spirited Away stage play
9	Ecosystem and environmental issues	Nausicaa of the Valley of the Wind
10	Gender issues in traditional Japan	Nausicaa of the Valley of the Wind in kabuki theatre
11	Being alive and the future	The Boy and the Heron
12	Preparations for mini-ethnography	Group tutorials for mini-ethnography, submit a field plan
13	Post mini-ethnography project	Data analysis of mini-ethnography: Presentations
14	Data analysis of mini-ethnography	Essay submission and peer review

【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 12.

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】

Brendan C. Walsh (2019) A Modern-Day Romantic: The Romantic Sublime in Hayao Miyazaki's Creative Philosophy, Comparative Literature: East & West, 3:2, 176-191

Trafi-Prats, Laura (2017) Girls' Aesthetics of Existence in/ With Hayao Miyazaki's Films. Cultural Studies ↔ Critical Methodologies. 17:5, 376- 383

## 【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: making a presentation (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.

MAN300LF (経営学 / Management 300)

## ESOP：ホスピタリティマネジメント

Shima HOSONO

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

その他属性：

## 【Outline and objectives】

This course is designed to provide the fundamental concepts and understanding of hospitality by introducing how it is practiced in different industries in Japan and discussing the key elements necessary in the pursuit of hospitality. At the end of the course, based on their acquired knowledge and insight, students will have the opportunity to explore new possibilities and approaches to the hospitality in the future.

## 【Goal】

By the end of the course, students should be able to do the following.

- ① Develop a comprehensive understanding of hospitality and hospitality management
- ② Understand hospitality from multiple perspectives of customers, employees and management through case studies.
- ③ Express their own ideas about hospitality in the future based on what they have learned through this course.

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

## 【Method(s)】

The course will consist of lectures and group work.

Each student is required to participate actively in group discussion about each topic and submit reflection papers. Feedback is given orally in the next class.

Each student is required to prepare for a final group presentation as a team.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course (purpose, objectives, outline, and evaluation policy of the course)
2	What is hospitality?	Definition of hospitality (concepts of service, hospitality and omotenashi)
3	Case study① Airlines	Basic knowledge of the airline industry Three elements that compose the service (hardware, software and human)
4	Case study② Airlines	Japan Airlines' hospitality (safety, philosophy, and brand)
5	Case study③ Hotel and Japanese inns	Hospitality of luxury hotels and employee empowerment Omotenashi in Japanese inns
6	Case study④ Theme park	Human resource development and employee satisfaction at theme parks

7	What is hospitality management?	Summary of organizational management for hospitality (human resource development, empowerment, leadership etc.)
8	Hospitality, leadership and safety	Hospitality as an element of leadership Human competency that supports safety
9	Practice of hospitality	Basics of customer service (personal appearance, facial expressions and eye contact, greeting, deportment, communication) Complaint handling
10	ESG management and hospitality	Importance of ESG perspectives in hospitality (environmental consideration, DEI, compliance)
11	The future of hospitality	Use of technology in hospitality industry, Collaboration between humans and AI
12	Group work	Group discussion to prepare for the presentation
13	Group presentation	Presentation by each group
14	Wrap-up	Review of the presentation and the entire course

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

Students are expected to:

- ・ attend each class session,
  - ・ complete all assigned readings, exercises and problems,
  - ・ be prepared to answer questions and take an active and constructive role in discussions and group work.
  - ・ write reflection paper after each class meeting and submit it
- For some classes, you will be asked brief questions before, during, and at the end of class.

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

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

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

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

【Textbooks】

No textbook will be used.

【References】

Reference materials on each topic will be introduced by the lecturer during the class.

【Grading criteria】

Grading will be decided based on class participation, a mid-term report and group presentation.

Class participation includes active participation in group discussions in class and submission of a reflection paper after each class.

Final grade will be calculated according to the following process:

- 1)Class participation(including submission of reflection paper):30%
- 2)Mid-term report:40%
- 3)Group presentation:30%



**【Changes following student comments】**

From the students' presentations and reports, we could see their high interest in sharing and learning from various perspectives. In particular, in this course, various discussions are actively held from the perspective of hospitality on topics such as intercultural exchange, promoting diversity, and solving social issues. We will consider not only hospitality towards others, but also hospitality towards society and the future. At the same time, we will introduce practical initiatives that our industry is aiming for.

**【Equipment student needs to prepare】**

To be announced if any.

SOS300LF (その他の社会科学 / Social science 300)

## ESOP：メディア表現

Müge IGARASHI

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

その他属性：

## 【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 that are covered widely and positively in one country could be ignored or covered negatively in mainstream media of other countries.

This is because societies have dominant ideologies that are formulated through institutions of power and diffused through mainstream media outlets.

Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in.

Repetitive and stereotypical media representations have a significant impact on how we think about ourselves and "others" even if we do not always realize or question these.

Lectures throughout the semester will combine theories from cultural studies, media studies, and gender studies to analyze stereotypical representations in mainstream media outlets of Japan. Through this class, students will gain academic skills to identify stereotypical media representations and to question or challenge these with a critical perspective.

## 【Goal】

Each class will be formulated around media chosen by students. These will be analyzed from various theoretical perspectives such as cultural studies, media studies or gender studies.

The analysis of various media will allow class discussion on mainstream ideas as well as what is over represented or under represented in the media and why.

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 mainstream media. Although difficult to find, sharing positive representations of minority cultures and subcultures in the media are encouraged.

【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 each lecture whereas individual feedback on weekly homework will be provided through Google Classroom system.

There will be two discussion sessions throughout the semester, one before the midterm exam and one before the final exam. During discussion sessions students will have the opportunity to work in small groups and to exchange ideas and discuss particular theories with their peers.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to class contents.
2	Representation Theory	Representation theory. Minority vs. majority. Stereotypes in the Japanese media.

3	Media Literacy	Media Literacy Worksheet 1. Description 2. Analysis 3. Interpretation 4. Evaluation 5. Engagement
4	Gender I	Femininity and masculinity in Japan.
5	Gender II	Gender roles and child rearing in Japan.
6	Gender III	Sexuality and sex education in Japan.
7	Discussion Session I	Social Construction of Gender in Japan and the Gender Gap. The role of mainstream representations in the media.
8	Review and mid term exam	Review, summary, and Mid term exam
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 class discussion and communication is essential for this course. Students are expected to read assigned class material and submit homework in a timely manner. The average study time outside of class per week would be roughly 4 hours.

## 【Textbooks】

All reading assignments as well as weekly media choices of students will be made available on Google Drive.

## 【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) Weekly homework (15%)
- (3) Discussion Sessions (20%)
- (4) Midterm Assignment (25%)
- (5) Final Assignment (30%)

【Changes following student comments】

None.

【Equipment student needs to prepare】

None.

ART300LF (芸術学 / Art studies 300)

## ESOP：日本のビジュアルアート表現

Alberto CARRASCO LARA

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

その他属性：

## [Outline and objectives]

This course delves into the exploration of art, aesthetics, modernity, and postmodernity in Japan. Through an examination of the evolution of visual arts in Japan, we seek to answer fundamental questions surrounding these concepts. Our focus spans from the Meiji period to the present day, encompassing key artists, movements, and cultural expressions.

We will investigate how the introduction of modernity reshaped Japanese aesthetics, analyzing the interpretations and manifestations of this transformation. By studying paradigm shifts in the pre-war and post-war periods, we aim to understand the transition into the postmodern era and the influence of popular culture on both domestic and international scales.

Maintaining a thematic structure, the course will explore specific art movements and events that have contributed to the shaping of modernity and postmodernity in Japan. Emphasis will be placed on the broader cultural, linguistic, and geographic contexts in which these transformations occurred.

Moreover, we will critically evaluate scholarly perspectives on modernity and its transition or juxtaposition to the postmodern condition within the realm of Japanese visual arts. This analysis aims to challenge students to critique the notions of 'art,' 'modernity,' and 'contemporary culture.'

Throughout the course, students will develop tools for visual analysis and critical thinking, equipping them with the necessary skills to engage deeply with the subject matter.

## [Goal]

General Objectives:

-Differentiate between modern and contemporary Japanese art:  
Explore the transformations of visual arts in Japan from the Meiji period to the present day, focusing on the introduction and interpretation of modernity and postmodernity in Japanese aesthetics.

-Think critically about what culture and art entail:

Critically evaluate scholarly perspectives on modernity, postmodernity, and the transition between the two within the context of Japanese visual arts, challenging notions of 'art,' 'modernity,' and 'contemporary culture.'

-Identify key political and historical events that shaped art movements from the Meiji period to the present day:

Analyze paradigm shifts in Japanese art within specific historical and political contexts, discerning the relationship between politics and aesthetics in shaping artistic movements and expressions.

-Learn how to analyze visual form and think critically:

Develop skills for visual analysis and critical thinking through the examination of specific art movements, events, and cultural manifestations in Japan, enabling students to analyze visual form and engage deeply with the subject matter.

Specific Objectives:

-Recognize major art movements, events, and artists from Japan:  
Identify key artists, movements, and cultural manifestations in Japanese art history, recognizing their significance in shaping modernity and postmodernity in Japanese aesthetics.

-Understand the exchanges and connections in the art world beyond the neatly defined borders and linguistic groups:

Explore the broader cultural, linguistic, and geographic contexts in which Japanese art movements and expressions developed, recognizing the interconnectedness of the art world and the influence of global exchanges on Japanese aesthetics.

-Discern the relation between politics and aesthetics:

Analyze the impact of political and historical events on Japanese art movements and expressions, discerning the complex relationship between politics and aesthetics in shaping artistic developments in Japan.

-Compare the processes of modern and contemporary art in Japan:  
Compare and contrast the characteristics and processes of modern and contemporary art in Japan, examining the transition between different artistic periods and the influence of global trends and popular culture on Japanese art practices.

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

## [Method(s)]

Class format:

Each session will be divided into two parts. The first part of the session is comprised by the lecture on the assigned topic/theme. The second part of the session is devoted to class discussion. \*During the discussion, students will follow the lead of the student in charge of the assigned reading. After the initial discussion, the instructor will join to answer and pose questions to students. (\*Contingent on the number of students enrolled in the course.)

Reading Responses:

All required readings should be followed by a response, no longer than one page. To be submitted prior to the next class (physical and electronic format). They are to help you prepare for class discussion by engaging you with the material that you have read for that class. Each assignment will be graded on the basis of completeness, quality of insight and reflection, degree to which one has engaged the material, posing questions and/or engaging with other material and/or class content. They should be approximately 500 words. Feedback of each response will be provided the session after its submission.

Required Readings:

All required readings for this course will become available on HOPPII as PDF file unless otherwise specified. It is the student's responsibility to access and make a copy of the assigned texts. Please make sure to bring to class the required reading(s) for that day. I also reserve the right to introduce additional readings throughout the semester.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

No.	Theme	Contents
1.	Introduction	introducing the course material
2.	Aesthetics, Modernity and the Meiji	Readings: Excerpts from: Sato, Doshi, Modern Japanese Art and the Meiji State: The Politics of Beauty, Getty, 2011
3.	Aesthetics, Modernity and the Meiji State (2)	Readings: Excerpts from: Marra, Michele, Modern Japanese Aesthetics: a reader, University of Hawaii Press, 2001
4.	Yoga, Western Visuality in Japanese Arts	Readings: Excerpts from: Winther-Tamaki, Bert, Maximum Embodiment: Yoga, the Western Painting of Japan, 1912-1955, University of Hawaii Press, 2012.
5.	Japanese Cultural Identity in Modern Art	Readings: Excerpts from: Mostow, Joshua, Norman, Bryson, et al., Gender and Power in the Japanese Visual Field, University of Hawaii Press, 2003.
6.	Japanese Cultural Identity in Modern Art (2)	Excerpts from: Mostow, Joshua, Norman, Bryson, et al., Gender and Power in the Japanese Visual Field, University of Hawaii Press, 2003.

- |     |  |   |   |
|-----|--|---|---|
| 7.  | The Wound of Modernity in Japan: Legacies of an Imperialist Past                           | Reading: Excerpts from: Ivy, Marilyn, <i>Discourses of the Vanishing</i> , University of Chicago Press, 1997.   | Sato, Doshi, <i>Modern Japanese Art and the Meiji State: The Politics of Beauty</i> , Getty, 2011<br>Marra, Michele, <i>Modern Japanese Aesthetics: a reader</i> , University of Hawaii Press, 2001   |
| 8.  | Postmodern Turn in Japanese Visual Arts: Art and Subculture                                | Murakami, Takashi, <i>Little Boy: The Arts of Japan's Exploding Subculture</i> , Yale University Press, 2005.   | Winther-Tamaki, Bert, <i>Maximum Embodiment: Yoga, the Western Painting of Japan, 1912-1955</i> , University of Hawaii Press, 2012.<br>Mostow, Joshua, Norman, Bryson, et al., <i>Gender and Power in the Japanese Visual Field</i> , University of Hawaii Press, 2003.   |
| 9.  | Postmodern Turn in Japanese Visual Arts (2): Gender, Japan and the Posthuman               | Reading: Haraway, Donna, <i>A Cyborg Manifesto</i> , <i>Socialist Review</i> , 1985.<br>Excerpts from: Lamarre, Thomas, <i>The Anime Machine: a media theory of animation</i> , University of Minnesota Press, 2009.<br>Optional: Chino Kaori, excerpts of "Gender in Japanese Art" (2003), in Mostow, Joshua, Norman, Bryson, et al., <i>Gender and Power in the Japanese Visual Field</i> , University of Hawaii Press, 2003.<br>Movie: Mamoru Oshii, <i>Ghost in the Shell</i> , (1995). | Ivy, Marilyn, <i>Discourses of the Vanishing</i> , University of Chicago Press, 1997.<br>Murakami, Takashi, <i>Little Boy: The Arts of Japan's Exploding Subculture</i> , Yale University Press, 2005.<br>Haraway, Donna, <i>A Cyborg Manifesto</i> , <i>Socialist Review</i> , 1985.<br>Lamarre, Thomas, <i>The Anime Machine: a media theory of animation</i> , University of Minnesota Press, 2009.<br>Chino Kaori, excerpts of "Gender in Japanese Art" (2003), in Mostow, Joshua, Norman, Bryson, et al., <i>Gender and Power in the Japanese Visual Field</i> , University of Hawaii Press, 2003.<br>Brandes, Kerstin, Morimura/Duchamp: <i>ImageRecycling and Parody</i> , Edinburg University Press, 2003.<br>Kinsella, Sharon. "Cuties in Japan." In <i>Women, Media and Consumption in Japan</i> , edited by Lise Skov and Brian Moeran, 220-254. Honolulu: University of Hawai'i Press, 1995.<br>Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i> . New York: Routledge, 1990. |
| 10. | Identity and Art: Queer Art (Guest Lecturer)   | Readings: Brandes, Kerstin, Morimura/Duchamp: <i>ImageRecycling and Parody</i> , Edinburg University Press, 2003.<br>TBA  | Murakami, Takashi, <i>Superflat, Last Gasp</i> , 2003.<br>Aida, Makoto, <i>MONUMENT FOR NOTHING: Tensai De Gomen Nasai</i> , SEIGENSHA Art Publishing, Inc., 2012, (catalogue)<br>Rancière, Jacques. <i>Aesthetics and Politics</i> . Edited by Ronald R. Martinez. Translated by Gabriel Rockhill. London: Verso, 2007.  |
| 11. | Postmodern Turn in Japanese Visual Arts (3): Kawaii and Gender Performativity              | Readings: Kinsella, Sharon. "Cuties in Japan." In <i>Women, Media and Consumption in Japan</i> , edited by Lise Skov and Brian Moeran, 220-254. Honolulu: University of Hawai'i Press, 1995.<br>Excerpts from: Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i> . New York: Routledge, 1990.  | <b>[Grading criteria]</b><br>Grading Policy:<br>Reading responses: 40%<br>Midterm assignment: 10%<br>Final assignment: 30%<br>Attendance and participation: 20%<br>*Grading criteria are subject to change in accordance with the number of registered students.  |
| 12. | Blurring the Realm Between Subculture and Fine Arts: Nara, Murakami, Aida                  | Readings: Excerpts from: Murakami, Takashi, <i>Superflat, Last Gasp</i> , 2003.<br>Excerpts from: Aida, Makoto, <i>MONUMENT FOR NOTHING: Tensai De Gomen Nasai</i> , SEIGENSHA Art Publishing, Inc., 2012, (catalogue)<br>TBA   | <b>[Changes following student comments]</b><br>*This is not an art and craft course, and does not provide lessons to develop practical skills for drawing, design, etc: therefore, individual creative skill is not subject to assessment.<br><b>[Equipment student needs to prepare]</b><br>All assignments must be submitted through the online platform and in physical format.  |
| 13. | Aesthetics and Politics in Contemporary Japanese Arts: Ranciere, State Violence & Chim/Pom | Readings: Rancière, Jacques. <i>Aesthetics and Politics</i> . Edited by Ronald R. Martinez. Translated by Gabriel Rockhill. London: Verso, 2007.<br>TBA   | <b>[Others]</b><br>*HOPPII will be the main platform used to share class information, materials, reports, etc. Other platforms may also be used for convenience and according to need.<br>*The instructor has taught at various universities on arts and politics, philosophy, Japanese Art, Latin American Art and Art in the Global South. He has work at museums and as a freelance curator for a decade. He is currently the curator at an independent art space in the greater Tokyo area.   |
| 14. | Wrap up Session  | final remarks and general feedback from students and instructor.  |   |

**[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. Preparatory study and review time for this class are 2 hours each.

\*Every week, students are required to submit a reading response.

**[Textbooks]**

Course materials will be provided both during the class and on HOPPII.

**[References]**

Bibliography:

\*in order of appearance on the syllabus

MAN300LF (経営学 / Management 300)

**ESOP：マーケティング論**

Y.SUZUKI, T.SASAKI, H.MAJIMA, K.HISHIDA, A.NOMOTO

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

その他属性：

**[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. Auto Industry
3. Semiconductor Industry
4. Food Industry
5. Fashion Industry

**[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.

-Hideo Majima

Worked for Itochu Corporation for 19 years and Fast Retailing Co. Ltd (known as UNIQLO) for 18 years engaging in marketing of automobile and casual clothing. Currently runs a marketing consultancy company as CEO.

-Takeshi SASAKI

Worked for Sony Corporation. Engaged in development of semiconductor. Stationed in U.S.A. for about 3 years.

-Kunio HISHIDA

Worked for Mitsubishi Corporation. Had experience in working for a supermarket, supply chain for convenience store, wholesalers. Stationed in New York, U.S.A. for 5 years and Shanghai, China for 2 years.

-Akira Nomoto

Worked for Sumitomo Corporation. engaged in operation and management of joint venture companies of Barneys New York, Feiler, Eddie Bauer and L'Occitane.

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

あり /Yes

**[Fieldwork in class]**

なし /No

**[Schedule]** 授業形態：対面/face to face

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	Marketing in the Automobile Industry - I (H. Majima)	Defining the "Marketing" Overview of the Auto Industry
Class 6	Marketing in the Automobile Industry - II (H. Majima)	Japanese Auto Makers Practice Future of Auto Industry
Class 7	Semiconductor Industry I (T. Sasaki)	Introduction of semiconductor industry Where semiconductors are used? How semiconductors are manufactured?
Class 8	Semiconductor Industry II (T. Sasaki)	Ecosystem of semiconductor industry Semiconductor business and the economy
Class 9	Food Industry - I (K. Hishida)	Overview of Japanese Food industry
Class 10	Food Industry - II (K. Hishida)	Food Distribution System in Japan
Class 11	Food Industry - III (K. Hishida)	Case study, Sogo Shosha food value chain
Class 12	Marketing in the Fashion Industry - I (A. Nomoto)	Overview of Japanese retail fashion industry
Class 13	Marketing in the Fashion Industry - II (A. Nomoto)	Brand business and brand marketing
Class 14	Marketing in the Fashion Industry - III (A. Nomoto)	Omni channel marketing and future of fashion 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 contact the GIS office. (GIS students who entered prior to 2012 can apply for the course at the Global Education Center.)

ECN300LF (経済学 / Economics 300)

**ESOP：国際金融論**

O.SAITO, K.AOKI, Y.KUMON, S.YOSHITAKE

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

その他属性：

**[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. Investment Fund Structure
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

-Osamu SAITO

Work experience since 1982 for financial institutions including Citibank (Tokyo/London), Henderson Global Investors, Asahi Trust and Goldman Sachs Asset Management (until Dec.2023)

-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.

-Yasuyuki KUMON:

Joined The Bank of Tokyo (current Mitsubishi UFJ Bank) in 1982. Worked in Tokyo, London, Cairo(Egypt) and Dubai(UAE). The main responsibility was the planning and coordination of international banking business. In 2018, economic researcher in the Institute for International Monetary Affairs (IIMA). Established Yasuyuki Kumon Institute (YKI) in 2024.

-Satoshi YOSHITAKE

Joined Dai-ichi Kangyo Bank(current Mizuho Bank) in 1984. Worked in Tokyo, New York, Washington DC, Mumbai and Bangkok. Main Business areas are providing finance in emerging countries, syndication and securitization.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

No.	Theme	Contents
Class 1	International Finance (Course Overview) O. SAITOI	Orientation and Financial Instruments Overview

Class 2	Asset Management 1 (O. SAITO)	Asset management business overview (fund structure, compliance issues).
Class 3	Asset Management 2 (O. SAITO)	Risk of investments, hedge fund strategy
Class 4	Asset Management 3 (O. SAITO)	Case study discussion (with focus on ESG)
Class 5	M&A 1 (K. AOKI)	M&A transaction, purpose, strategy, trend in Japan
Class 6	M&A 2 (K. AOKI)	M&A transaction, processes of M&A, key issues
Class 7	M&A 3 (K. AOKI)	Case study discussion
Class 8	Japanese Yen (Y. KUMON)	Development and internationalization of Japanese Yen
Class 9	Japan and Asia (Y. KUMON)	Japanese financial market and Asian countries including China
Class 10	Currency Union (Y. KUMON)	Theory and issues
Class 11	International Financial Market (Y. KUMON)	Case study discussion
Class 12	History of international finance after WWII (S. YOSHITAKE)	Transition and events of international finance markets and their background
Class 13	Country risk and its mitigation (S. YOSHITAKE)	What is and how to detect country risk: balance of payment, foreign currency reserve, FX, etc., and the role of international financial institutions
Class 14	How to make financial investment (S. YOSHITAKE)	Risk and return, time and risk, financial products and their risk

[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

ARS300LF

## ESOP：日本の戦争と歴史認識

Romeo MARCANTUONI

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

その他属性：

## 【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 and national identity
- 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 and discussions(in-class and via online forum posts).

All assignments will be submitted in electronic format via the Hoppii system. Feedback will be provided via written comments on assignments on the Hoppii system.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】授業形態：対面/face to face

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, including some examples of how current-day actors politicize these issues.
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, including some examples of how current-day actors politicize these issues.
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, including some examples of how current-day actors politicize these issues.

【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】

It is not required that students purchase any books, but these titles could be helpful for better understanding some of the topics discussed in class.

Hashimoto, Akiko. The long defeat: Cultural trauma, memory, and identity in Japan. Oxford University Press, 2015.

Seraphim, Franziska. War memory and social politics in Japan, 1945– 2005. Brill, 2020.

Seaton, Philip A. Japan's contested war memories: the 'memory rifts' in historical consciousness of World War II. Routledge, 2007.

Saaler, Sven. "Japan's soft power and the "History Problem"." In Remembrance – Responsibility – Reconciliation: Challenges for Education in Germany and Japan, pp. 45-66. Berlin, Heidelberg: Springer Berlin Heidelberg, 2022.

Yamaguchi, Tomomi. "Ramseyer, the Japanese Right-wing and the "History Wars"." *Journal of International Women's Studies* 24, no. 9 (2022): 4.

Zulaica y Mugica, Miguel. "The Ambivalence of Culture of Remembrance: The Controversy over the "Comfort Women"-Statue in the Relationship between Japan and Germany." In *Remembrance – Responsibility – Reconciliation: Challenges for Education in Germany and Japan*, pp. 125-140. Berlin, Heidelberg: Springer Berlin Heidelberg, 2022.

Yellen, Jeremy. (2024). *Japan at War, 1914 – 1952*. 10.4324/9781003131854.

吉田裕. 日本軍兵士: アジア・太平洋戦争の現実. 中央公論新社, 2017.

吉田裕. 続・日本軍兵士—帝国陸海軍の現実. 中央公論新社, 2025.

麻田雅文. 日ソ戦争-帝国日本最後の戦い. 中央公論新社, 2024.

辻田真佐憲. ルポ国威発揚-「再プロパガンダ化」する世界を歩く. 中央公論新社, 2024.

#### **[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]**

An updated list of reference readings has been added to the syllabus to provide students with more resources to draw upon when writing their final papers. Included Japanese literature for those students with the language ability to potentially look into more cutting-edge research. The mandatory reading list (which is not in this syllabus) will be adjusted during the first lecture to better reflect the interests and demands of the class.

#### **[Equipment student needs to prepare]**

None.

#### **[Others]**

N/A



SOC300LF (社会学 / Sociology 300)

## 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

その他属性：

## 【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 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 midterm essay and end-of-term team debate on a question related to press freedom or freedom of speech;
- and talking about how news is covered from day to day, through class analysis of at least one real-time news article per week (of your choosing).

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

## 【Method(s)】

## In Class

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

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

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

## After Class

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

## Midterm Paper and Team Debates

The two major projects are a midterm paper of about 2,000 words on a major issue of journalism, information literacy or freedom of expression, and a final team debate on the same or similar issue. For the debate, the instructor will be looking at the quality of the arguments, strong evidence, debate performance, and the team's ability to answer questions on their topic. The instructor will provide paper and debate 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：対面/face to face

No.	Theme	Contents
1	What is journalism for?	Outline of the class. Reflections on your assumptions about the purposes of journalism. Class discussion and short essay assigned.
2	Small paper, big paper, huge paper	Introducing Japanese print news outlets and reporting styles. Comparison with English-language newspapers.
3	Censorship and self-censorship I	A little bit of history on the early days of Japan's news business - and information control - starting in the Meiji period. Class discussion. <b>Short essay due.</b>
4	War and the news (Warning: This session contains graphic descriptions of war)	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	Hot potato topics I	How are topics that tend to spark a backlash from the public or specific groups handled by newspapers? Case study: "Comfort women."
8	Hot potato topics II	Presentations to the class on specific hot potato topics. Group discussion. <b>Midterm paper due</b>
9	Hot potato topics II continued	Presentations to the class on specific hot potato topics. Group discussion.
10	Debate preparation consultations and in-class work	A chance to consult with the instructor on your debate preparation, and in-class work.
11	How far is too far?	Debating the limits of freedom of speech in a newspaper. Is there such a thing as 'too offensive to print'?
12	Freedom of the press in the social media age	Is fake news and mass opinion manipulation a threat to the role of freedom of speech in a democratic society?
13	Team Debates I	Team debates on a critical question relating to journalism and/or freedom of expression, and answer questions from peers and the instructor.
14	Team Debates II	Team debates on a critical question relating to journalism and/or freedom of expression, and answer questions from peers and the instructor.

**【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, a midterm paper and team debate preparation.
- The average study time outside of class per week would be roughly 4 hours.

**【Textbooks】**

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

**【References】**

Additional literature will be introduced in class as necessary.

**【Grading criteria】**

Participation: 20%

Class preparation: 20%

Short essay: 10%

Weekly reflections on Hoppii discussion forum: 10%

Midterm essay: 15%

Team debate : 25%(10%preparation, 15%debate performance)

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

**【Changes following student comments】**

I have added a content warning for Class 4, War and the News.

**【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 (情報学基礎 / Principles of informatics 300)

## 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

その他属性：

## 【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：対面/face to face

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

Week 9	Plans for“e-Japan”	<p><b>Lecture:</b> Government initiative, strategic plans, and a road map to revitalize the nation for the 21st century.</p> <p><b>Discussion:</b> E-commerce and net auctions—are you buying or selling?</p> <p><b>Group work 2:</b></p>
Week 10	Development of“e-Japan”	<p><b>Lecture:</b> Follow up strategies and acceleration plans and outcome.</p> <p><b>Discussion:</b> E-commerce and net auctions—are you buying or selling?</p> <p><b>Group work 2: Presentation</b></p>
Week 11	Web2.0 and the Emergence of“Net Community”	<p><b>Lecture:</b> End-user aspect of broadband Internet. Dealing with search engines, “blogsphere”, and content archives. Digital divide revisited and web shadow.</p> <p><b>Discussion:</b> From past to present—Writing up a time line of events!</p>
Week 12	Ubiquitous Network Communications: “u-Japan”	<p><b>Lecture:</b> Government strategic plans. Paradigm shift from “e-Japan” to ubiquitous society.</p> <p><b>Discussion:</b> From past to present—Writing up a time line of events!</p> <p><b>Group work 3:</b></p>
Week 13	Users in Ubiquitous World	<p><b>Lecture:</b> Current status and the possible future—Traceability of food product. E-wallet—Suica, FeliCa, PASMO. Mobile phones and WiFi. Social media.</p> <p><b>Discussion:</b> Proposals for the term paper.</p>
Week 14	Final Discussion	Summary on what we learned. Q&A for the term paper

[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](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 2022, 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 (その他の社会科学 / Social science 300)

## ESOP：多様な日本—安定と流転

STEVIE SUAN

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

その他属性：

## 【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 2025 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 through lectures, discussions, and presentations. Most weeks will be conducted in person, but certain weeks of the class may be provided online; details will be provided later in the semester. Feedback will be provided to students either in class or through the university's online learning system, Hoppii.

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

あり /Yes

## 【Fieldwork in class】

なし /No

## 【Schedule】授業形態：対面/face to face

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.	From Parasitic to Productive: Consideration Translation in Meiji-era Literature (K. Niehaus)	Examining translation's intimate and inextricable relationship with the birth and efflorescence of modern Japanese shosetsu.

6.	Modernizing Women's Education in Meiji (S. Lukminaité-Anand)	Modernizing women's education in Meiji. We will focus on the usage of literature and physical education in particular as tools of nation-building and see how Japanese educators were influenced by the Western examples and then influenced other countries in Asia.
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.	The Influence of Early European and American Animation on Pre-War Japanese Anime (C. Hotes)	An examination of short films by Émile Cohl, Lotte Reiniger, the Fleischer Brothers and Disney and how they influenced early Japanese animation pioneers.
10.	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.
11.	Poetry of Japan and Okinawa (J. Urbanova)	The influence of Japanese poetry on Okinawan poetry and different nuances of similar expressions in Japanese and Okinawan poetry.
12.	Contemporary Transnational Authors in Japan (G. Khezhnejat)	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.)】

Students should keep up with the weekly readings so as to be able to contribute to the class discussions. Students will prepare a presentation at the end of the term based on an independent research project and will submit a final report on the same topic. 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%)  
Weekly response papers (15%)  
Research presentation (25%)  
Final report (50%)

## 【Changes following student comments】

Not applicable.

## 【Others】

Please note that the list of topics and guest lecturers may be subject to change. Any changes to the syllabus will be announced during the first class of the semester.

SOC300LF (社会学 / Sociology 300)

## ESOP：日本の社会問題

David H SLATER

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

その他属性：

## [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 issues of race, social class and gender.

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. There will be some reading or thinking notes due for each class to aid students in class discussion and their final assignment. 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：対面/face to face

No.	Theme	Contents
1.	Introduction	Review of full course material and introduction of analytical practice
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.	Race in Japan	Historical overview of the use of race
5.	Races as outsiders	Readings on racial minorities in Japan
6.	Race as insiders	Readings on zainichi Koreans and refugees in Japan
7.	Mixed-race	Reading and film on mixed race
8.	Socio-economic differences in Japan	Historical outline of class differences around bubble Japan
9.	The idea of "middle class Japan"	Readings and film

10.	Poverty and working poor	Post bubble deterioration of economic stability
11.	Gender in Japan	The social construction of gender across cultures including Japan
12.	Shifting femininity	Looking at the differences of postwar housewives to working women
13.	New masculinities	Salaryman to post-bubble new types of manhood
14.	Summing up	Summary and discussion of media reports on Japanese social problems

[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 will need to prepare reading/thinking notes for each class. Students will make a presentation and do a final project to be decided based on the skills and interests of the students. 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: 40%

Reading notes: 50%

Final paper 10%

## [Changes following student comments]

Students gave positive feedback on discussions and flexibility of topics, so I will continue to include discussions and topic flexibility in the course.

## [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.

Students must be ready to bring in and share their reading and/or research notes for each class. They must be ready to discuss, and work collaboratively with other students on reading questions and small research projects in each class. Non-participation will lead to grade penalty. Come to this class ready work share and talk.

LIT300LF (文学 / Literature 300)

## ESOP：日本の文学

KEVIN THOMAS NIEHAUS

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

その他属性：

## 【Outline and objectives】

This class considers the development of modern Japanese literature through an examination of canonical works from the Meiji to the Heisei periods. This class has two major objectives. On the one hand, this class will familiarize students with many major works of modern Japanese literature (from 1868 onward) and the literary, cultural, and socio-historical frameworks through which scholars have analyzed them. On the other hand, this class will critically examine the process of canon formation, asking how and why certain fictional texts became the object of critical focus while others were conspicuously neglected.

## 【Goal】

Goals:

1. Become familiar with canonical texts in modern Japanese literature
2. Become conversant in contemporary methods of literary analysis
3. Encourage independent thinking and the exchange of opinions

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

## 【Method(s)】

Because this class is discussion based, students will be expected to have read and thought about the texts before attending class each week. To facilitate these discussions, students will be required to submit a short reaction paper before class. Additionally, once per semester, students will also work in a group to analyze a scholarly article or book chapter related to the week's reading and present it to the class. Comments on reaction papers and presentations will be provided through Hopii.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1st class:	Introduction	Introduction to course; explanation of requirements and goals
2nd class:	Spanning the Gap from Premodern to Modern	Higuchi Ichiyo, "Child's Play"
3rd class:	The Modern Subject	Mori Ogai "The Dancing Girl"
4th class:	Literature and the Canon	Natsume Soseki, Kokoro
5th class:	Literature and the Canon	Natsume Soseki, Kokoro
6th class:	Japanese Naturalism	Tayama Katai, "The Quilt"
7th class:	Early Women's Writings and Feminist Thought	Tamura Toshiko, "Lifeblood" and "The Woman Writer"
8th class:	Japanese Modernism and Erotic Grotesque Nonsense	Edogawa Ranpo, "The Human Chair" and Akutagawa Ryunosuke, "Hell Screen"
9th class:	The Culture of Postwar Defeat	Kojima Nobuo, "The American School"
10th class:	Representations of Blackness in Japan	Oe Kenzaburo, "Prize Stock"
11th class:	Women's Lib	Kono Taeko, Toddler Hunting

12th class:	Japan, Consumerism, and the Bubble Era	Murakami Haruki, "TV People" and "The Second Bakery Attack"
13th class:	Japan in the World	Tawada Yoko, "Where Europe Begins"
14th class:	Contemporary Lives	Sayaka Murata, Convenience Store Woman

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

Each student will be asked to submit a very short written response paper to each week's reading before attending class. Once per semester, students will also be required to present, in a group, on a scholarly article or book chapter related to the week's reading. Students will be also be required to write a final essay on a topic to be selected by the student in consultation with the professor. The study time outside of class each week will average roughly 4 hours.

## 【Textbooks】

Readings will be provided by the instructor.

## 【References】

Reference materials for group presentations will be decided upon in consultation with the professor.

## 【Grading criteria】

50%— Attendance and in-class participation (More than 2 absences will result in reduction of final grade; more than 4 will result in failing the class)

25%— Reaction papers

25%— Final paper (details to be announced)

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

The materials will be distributed through The Learning Management System Hoppii. Please prepare an electronic device (laptop/tablet) to view the materials during the class or print the materials beforehand and bring them to class.

## 【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.

MAN300LF (経営学 / Management 300)

## 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

その他属性：

## 【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 in a Japan based context.

## 【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 (Japan context).
- 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, weekly assignments and case discussion. Feedback on assignments and numerical exercises provided during class when appropriate. Select assignments will involve some research (data collection and analysis). Active class participation is encouraged. Familiarity with the content covered in an introductory (basic) finance course and EXCEL is recommended.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Overview of Course and Introduction to Stocks	Define and discuss the role of stocks (securities markets) within the Japanese context.
2	Introduction to Bonds	Introduce the IPO process. Define and discuss the role of bonds (securities markets).
3	Introduction to Japanese Capital Markets	An overview of the history and unique characteristics of Japanese capital markets.
4	Introduction to Japanese Capital Markets	Main banks, Keitetsu, Mutual/Cross Shareholding, Shareholder perks, etc.

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	Introduce financial decision making rules	Net Present Value Rule and Internal Rate of Return Rule
8	Understanding Risk and Return	Measuring risk: variance and standard deviation. Introduction to the Sharpe ratio.
9	NPV and IRR Case	Case study applying NPV (IRR). Use of Excel.
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 determining the fair exchange rate.
13	Topics	Cover topics of interest to the class.
14	Final Test	Final Test and Wrap-up.

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

Students are expected to review the assigned readings and notes prior to class, review notes after class, and complete weekly assignments (3-4 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】

Recommended Text

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

Notes and other readings provided by the instructor (posted on Hoppi).

## 【References】

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

Other references and readings provided in class (posted on Hoppi).

## 【Grading criteria】

1) Active, constructive participation (15%)

2) Assignments (30%)

3) Final test (55%)

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. Access to stable internet connection especially for select online classes.

## 【Others】

Students are asked to attend the first class (in-person) in order to enroll in the course. Recommend students take an introductory course in (financial) accounting or (micro) economics and electives in business prior to enrolling in this course.



ECN300LF (経済学 / Economics 300)

**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：  
Day/Period：火4/Tue.4

その他属性：

**【Outline and objectives】**

To examine the origin and evolution of a wide array of ordinary Japanese goods and to trace their connections to the global economy. Though the study of commonplace Japanese goods, students analyze the influence of consumerism on culture, business, and society both in Japan and around the world.

**【Goal】**

(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 consumerism in Japan and other parts of the world. By following the 'journey' of Japanese goods through time and space, students learn some features of Japanese goods and discuss their impact on culture, business, and society.

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

**【Method(s)】**

Interactive lectures, group presentations, assignments, and one guided museum visit. For the final project, students design a fieldwork project related to the course themes and present their findings in class.

\*Feedback is given in class or during office hours.

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

あり /Yes

**【Fieldwork in class】**

あり /Yes

**【Schedule】** 授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the course and key terms	Explanation of the course and its themes/goals
2	Rice cookers	Changing lifestyles during the high growth period
3	Ramen and instant cup noodles	The Westernization of the Japanese diet
4	Coffee, coffee shops, coffee culture	Japan's connection to the global coffee industry
5	Japanese green tea	Evolving images of Japanese goods
6	Wrap up and discussion	Comparing global and local marketing strategies
7	Cosmetics	The homogenization of beauty and the globalization of the beauty industry
8	Cameras	Creating and image of high-tech Japan
9	Field trip	Camera Museum visit
10	Pokemon and Cool Japan	Culture (soft power) as a vector for globalization
11	Sushi and Tsukiji Fish Market	Washoku and the globalization of Japanese cuisine
12	Presentations and discussion	Small group presentations
13	Presentations and discussion	Small group presentations
14	Review and final wrap up	Discussion of Japanese goods and the global economy

**【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 at least 4 hours.

**【Textbooks】**

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

**【References】**

Selected references:

\*Pierre-Yves Donzé and Julia Yongue, Japanese capitalism and entrepreneurship: a history of business from the Tokugawa era to the present, Oxford University Press, 2024.

\*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 part in class discussions; assignments; museum visits (30%).

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

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

Students are expected to attend all of the classes and to be on time.

**【Changes following student comments】**

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

ARSe300LF (地域研究 (東アジア) / Area studies(East Asia) 300)

## Inter-Asia Studies

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

その他属性 :

## [Outline and objectives]

The course aims to provide an opportunity for students who have a keen interest in East Asia, who want to study in a cross-cultural and interdisciplinary setting. Students are encouraged to examine the subject from a cross-cultural perspective.

This course will be attended by students from Hosei University (Tokyo) and Baptist University (Hong Kong) via a hybrid learning mode. Students from Hosei University will attend the course on-site. It is co-taught by instructors from ESOP at Hosei University and Department of Humanities and Creative Writing (HMW) at Baptist University.

## [Goal]

Upon completion, students will develop a critical understanding of the topic and will be able to apply relevant concepts to analyze different issues in East Asia. By the end of the course, students will be able to:

- Explain the important trends of media and cultural studies.
- Reflect their own critical thinking about the selected topic.
- Analyze topics related to media and cultural studies from a critical perspective.
- Evaluate critically the cultural significance of the selected topic

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

## [Method(s)]

Class is lecture and discussion oriented.

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

あり /Yes

## [Fieldwork in class]

なし /No

## [Schedule] 授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the Course
2	Key Concepts in Cultural Studies	Why study popular culture?
3	Introduction to Research Methods	How to study popular culture?
4	Topical Studies	Popular culture and identity
5	Topical Studies	Race, ethnicity and migration
6	Topical Studies	Gender and sexuality
7	Topical Studies	Urban cultures in East Asia
8	Topical Studies	Humanities and technology
9	Group Presentations	Group Presentations
10	Group Presentations	Group Presentations
11	Review	Summary
12	Topical Studies	Race, ethnicity and migration in a Japanese context
13	Topical Studies	Gender and sexuality in Japan
14	Topical Studies	Techno-orientalism and Japan

## [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](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://iwparchives.jp/>

## [Grading criteria]

Class participation: 10%

Discussion: 20%

Group presentation: 30%

Term paper: 40%

## [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.

SOS300LF (その他の社会科学 / Social science 300)

**ESOP：日本における市民社会と社会運動**

Alexandra ROLAND

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

その他属性：

**[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 tumultuous political disorder. Yet, in fact, in various critical moments in its history, the country has experienced large-scale and vehement uprisings that have impacted the transformation of society and politics in one way or another. 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 aims and characteristics, from democratization, youth movements, peace, terrorism, feminism, and racial minority politics to environmental movements. By looking historically and comparatively at 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 characteristics of Japanese social movements with some comparative insights with social movements in America, Europe, Asia, or other areas 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 short presentations, 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 materials. Each student is expected to make a short TED-Talk style presentation on social movements and to write a final assignment.

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：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	What is Civil Society?	Theoretical understanding of civil society and public sphere
3	What are Social Movements?	Theoretical understanding of social movements
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; Liberal nationalism
6	Global sixties and the youth movement	Global sixties; Youth movement; 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	Anti-Nuclear Movements after Fukushima	Environmental movement; Anti-Nuclear movements; 3.11. triple disaster
11	Revival of Youth Movement	New youth movements; Youth in contemporary Japan; Anti-Security law movements
12	New Radical Right Movements	Right-wing populism; Nationalism and xenophobia; Counter-racism movements
13	Reflecting on social movements PartI	Students group work
14	Final session: Reflecting on social movements PartII and wrap up	Students group work

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

- Reading for active discussion during the class.

- Preparation of 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: 25%

Presentations: 25%

Final Paper: 50%

**[Changes following student comments]**

Encourage classroom discussions.

**[Equipment student needs to prepare]**

None.

**[Others]**

None.

SOS300LF (その他の社会科学 / Social science 300)

**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：水3/Wed.3

その他属性：

**【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】**

The goal of this course is to enable students to critically engage with the anthropological perspective on Japanese youth culture in relation to gender roles. In class, students discuss how young people reinforce or resist the gender norms by consuming popular culture.

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

**【Method(s)】**

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

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

あり /Yes

【Fieldwork in class】

あり /Yes

【Schedule】授業形態：対面/face to face

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 sexual violence in Japan	Lecture on sexual harassment and sexual assault in Japan
4	Gender and sexuality in pop culture	Lecture on gendered and sexualised images in the media and music industry
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	Same-sex marriage and the family registration system	Examining shared family names, same-sex marriage
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	Body image and beauty ideals in Japan	Examining beauty standards, dieting and eating disorders
12	Fieldwork methods	How to conduct an ethnography, submit a plan for mini-ethnography
13	Preparations for mini-ethnography	Submit a fieldnote
14	Data analysis of mini-ethnography	Essay submission and peer review

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

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

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

a. They will submit a plan for mini-ethnography by Week 12.

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

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

**【Textbooks】**

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 (20%)

Weekly assignments (25%)

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

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

**【Changes following student comments】**

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

**【Equipment student needs to prepare】**

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

**【Others】**

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

GDR300LF (ジェンダー / Gender 300)

## ESOP：日本社会のジェンダー

Hazuki KANEKO

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

その他属性：

## 【Outline and objectives】

This course employs a sociological approach to examining gender issues in contemporary Japanese society. Alongside topics related to cisgender/heterosexual populations, it also focuses on the experiences of sexual minorities. Since many gender issues are closely connected to sexuality and other social identities, the course uses "intersectionality" as a central framework for analysis.

## 【Goal】

The main goal of this course is to obtain a better understanding of sexism in Japanese society. Students are expected to become familiar with basic sociological/feminist perspectives and be able to discuss why and how gender matters in their own lives. Since many of the concepts and theories covered in the course originate from Western societies, students are encouraged to identify their limitations when applying them to Japan or non-Western contexts.

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

## 【Method(s)】

This course incorporates lectures, in-class discussions, presentations, and a documentary film screening. The finalized course syllabus will be distributed on the first session. Feedback on oral presentations and written assignments will be provided in written form.

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

あり /Yes

## 【Fieldwork in class】

なし /No

## 【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1.	Introduction	What is the sociology of gender? An overview of the course.
2.	Basic theories and concepts I	Students will be introduced to theories and concepts related to socialization.
3.	Basic theories and concepts II	Students will be introduced to theories and concepts related to patriarchy and sexism.
4.	Gender and politics I	Students will read and discuss the underrepresentation of women in politics.
5.	Gender and politics II	Students will read and discuss online feminist movements, such as "#metoo" and the backlash against feminism.
6.	Marriage, family, and gender I	Students will read and discuss the decline of marriage.
7.	Marriage, family, and gender II	Students will read and discuss changing gender roles and expectations.

8.	Gender and migration I	Students will read and discuss the relationship between labor and migration, with a focus on labor.
9.	Gender and migration II	Students will read and discuss the relationship between marriage and migration.
10.	Gender and violence	Students will read and discuss the relationship between masculinity and violence.
11.	Gender and sexual minorities I: gender transgression	Students will watch the documentary film and critically reflect on the meaning of "doing gender."
12.	Gender and sexual minorities II: gay male masculinity	Students will read and discuss gay masculinity and homophobia.
13.	Gender and sexual minorities III: transgender and non-binary identities	Students will read and discuss transgender/non-binary identities and transphobia.
14.	Recap of the course	*Take-home exam questions to be announced.

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

Students should complete the assigned readings before each class. The amount of reading is moderate—one journal article per week. Students will prepare for one oral presentation, submit one reflective memo, and take one final exam to complete this course. About 4 hours of self-study per week is expected to keep up with the course.

## 【Textbooks】

All the readings will be uploaded on Hoppii. There is no need to purchase a specific book for this course.

## 【References】

Instructor will suggest reference materials whenever appropriate.

## 【Grading criteria】

1. Attendance/participation (25%)
2. Presentation (25%)
3. Reflective memo (25%)
4. Take-home exam (25%)

## 【Changes following student comments】

I will actively incorporate topics that students demonstrate interest in, ensuring that the course remains engaging and relevant to their needs.

## 【Equipment student needs to prepare】

Hosei Learning Management System "Hoppii" will be used.

## 【Others】

Students must attend the first session.

Using AI tools to check your English writing (grammar/spelling) is allowed. However, using them to generate content for your written assignments is strictly prohibited. If this is detected, you will be contacted personally and receive no mark for the assignments.

This course is committed to fostering an inclusive and respectful learning environment that values student diversity. As the instructor of this course, I will ensure a comfortable space for open dialogue, where different perspectives are encouraged. Mutual respect, active listening, and constructive engagement with ideas are expected from all students. It should be noted that diversity is sometimes misused to mask or even promote inequality and discrimination, undermining its original purpose. Diversity should foster inclusion and fairness, not serve as a cover for exclusionary practices.

ART300LF (芸術学 / Art studies 300)

**ESOP：日本の演劇**

Akiko TAKEUCHI

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

その他属性：

**【Outline and objectives】**

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

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

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

**【Goal】**

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

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

**【Method(s)】**

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

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

あり /Yes

**【Fieldwork in class】**

あり /Yes

**【Schedule】 授業形態：対面/face to face**

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 and assignments so as to be able to contribute to the class discussions.

Prepare presentations.

Prepare for the 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 online. (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】**

Speaking up during class discussion (20%)

Weekly assignments (30%)

presentations (20%)

Final test (30%)

**【Changes following student comments】**

Not applicable

**【Equipment student needs to prepare】**

Not applicable

**【Others】**

The content of this syllabus may be subject to change.

MAN300LF (経営学 / Management 300)

## ESOP：ホスピタリティマネジメント

Asako INOUE /井上あさ子

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

その他属性：

## 【Outline and objectives】

This course is designed to provide the fundamental concepts and understanding of hospitality by introducing how it is practiced in different industries in Japan and discussing the key elements necessary in the pursuit of hospitality. At the end of the course, based on their acquired knowledge and insight, students will have the opportunity to explore new possibilities and approaches to the hospitality in the future.

## 【Goal】

By the end of the course, students should be able to do the following.

- ① Develop a comprehensive understanding of hospitality and hospitality management
- ② Understand hospitality from multiple perspectives of customers, employees and management through case studies.
- ③ Express their own ideas about hospitality in the future based on what they have learned through this course.

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

## 【Method(s)】

The course will consist of lectures and group work.

Each student is required to participate actively in group discussion about each topic and submit reflection papers. Feedback is given orally in the next class.

Each student is required to prepare for a final presentation as a team.

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

あり /Yes

## 【Fieldwork in class】

なし /No

## 【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course (purpose, objectives, outline, and evaluation policy of the course)
2	What is hospitality?	Definition of hospitality (concepts of service, hospitality and omotenashi)
3	Case study① Airlines	Basic knowledge of the airline industry Three elements that compose the service (hardware, software, and human)
4	Case study② Airlines	Japan Airlines' hospitality (safety, philosophy, and brand)
5	Case study③ Hotel and Japanese Inns	Hospitality of luxury hotels and employee empowerment Omotenashi in Japanese inns
6	Case study④ Theme park	Human resource development and employee satisfaction at theme parks

7	What is hospitality management?	Summary of organizational management for hospitality (human resource development, empowerment, leadership etc.)
8	Hospitality, leadership and safety	Hospitality as an element of leadership Human competency that supports safety
9	Practice of hospitality	Basics of customer service (personal appearance, facial expressions and eye contact, greeting, deportment, communication) Complaint handling
10	ESG management and hospitality	Importance of ESG perspectives in hospitality (environmental consideration, DEI, compliance)
11	The future of Hospitality	Use of technology in hospitality industry, Collaboration between humans and AI
12	Group work	Group discussion to prepare for the presentation
13	Group presentation	Presentation by each group
14	Wrap-up	Review of the presentation and the entire course

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

Students are expected to:

- ・ attend each class session,
  - ・ complete all assigned readings, exercises, and problems,
  - ・ be prepared to answer questions and take an active and constructive role in discussions and group work.
  - ・ write reflection paper after each class meeting and submit it
- For some classes, you will be asked brief questions before, during, and at the end of class.

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

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

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

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

## 【Textbooks】

No textbook will be used.

## 【References】

Reference materials on each topic will be introduced by the lecturer during the class.

## 【Grading criteria】

Grading will be decided based on class participation, a mid-term report and group presentation.

Class participation includes active participation in group discussions in class and submission of a reflection paper after each class.

Final grade will be calculated according to the following process:

- 1)Class participation (including submission of reflection paper):30%
- 2)Mid-term report:40%
- 3)Group presentation:30%

**【Changes following student comments】**

From the students' presentations and reports, we could see their high interest in sharing and learning from various perspectives. In particular, in this course, various discussions are actively held from the perspective of hospitality on topics such as intercultural exchange, promoting diversity, and solving social issues. We will consider not only hospitality towards others, but also hospitality towards society and the future. At the same time, we will introduce practical initiatives that our industry is aiming for.

**【Equipment student needs to prepare】**

To be announced if any.



ARS1300LF (地域研究 (援助・地域協力) / Area studies(Regional cooperation) 300)

## 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

その他属性：

## 【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. Group work is introduced in some topics. Videos 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：対面/face to face

No.	Theme	Contents
1	Introduction to international cooperation of Japan	1) Why international cooperation is needed? 2) Who involved in the international cooperation? 3) What areas of international cooperation are necessary?
2	Japan's ODA: history and policy	1) Historical aspect of 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 development cooperation 2) Economic theories and development approach 3) Reflection of international trend towards the 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 2) Group work on comparison of major donor countries 3) National interest and strategic use of ODA
6	Technical cooperation project: Capacity Development Project Cycle	1) Approach of technical cooperation 2) Capacity development 3) Role of JICA Experts
7	Project Cycle Management (PCM)	1) Introduction of PCM 2) Exercise of Stakeholders Analysis 3) Group work of Problem Analysis and Objective Analysis

8	Infrastructure development and ODA loans	1) Economic development and role of infrastructure 2) Master plan study and regional development 3) Types of 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) Stakeholder participation in development projects 2) Role of community, NGOs and local government 3) Case from the JICA Project in South Sulawesi, Indonesia 4) Role of facilitator
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 TQM/Kaizen practices
12	International cooperation through local governments	1) Local governments involvement in international cooperation 2) One village one product movement 3) Jimotogaku (Localogy) to identify local resources
13	International cooperation by Japanese NGOs	1) History of Japanese NGOs 2) Group work on SWOT analysis of NGOs 3) Situation of Japanese NGOs 4) 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 4 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】

20%based on class participation and contribution to discussion, 40%mid-term paper and 40%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.

MAN300LF (経営学 / Management 300)

**ESOP：上級マーケティング論**

John FOSTER

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

その他属性：

**[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 creative and critical thinking and decision making.

**[Goal]**

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

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

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

**[Method(s)]**

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

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：対面/face to face

No.	Theme	Contents
1.	20 Sept: - Introduction	- Introduction to the course - Marketing Framework Overview - Discussion of current issues in marketing – globally and in Japan
2.	27 Sept: - Market Analysis	Uncovering the deeper issues and problems in markets; a framework for analyzing markets; an examination of the Japanese market; accessing information
3.	04 Oct: - Marketing Strategy and Perspective & Introducing the Case Study Method	Orienting perspectives toward marketing through examining the works of marketing practitioners; Case analysis and application of the case study method; Practice case
4.	11 Oct: Global Marketing - Strategy	Case: Illy Espresso - 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.
5.	18 Oct: - Culture and Advertising	How ought international marketers approach culture difference? How does culture affect advertising? These critical questions are examined with the works of Hofstede and De Mooji.
6.	25 Oct: - Product development	Guided team-based creative development task to create a new brand for the Japanese market
7.	08 Nov: 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.
8.	15 Nov: - Advertising and Branding	Advertising Strategy - An Examination of state of advertising with a focus on global advertising in Japan
9.	22 Nov: - Business expansion strategies in a foreign market	Case: Dominos Pizza Japan - Expanding a foreign brand in the Japanese market
10.	29 Nov: - Midterm Presentations	DUE: Assignment 1 Student presentations, discussion and peer feedback of a product development task assigned earlier in the term. An opportunity to apply course learnings in developing a product/marketing campaign for the Japanese market

11.	06 Dec: - Innovation I	An examination of the importance of innovation in the marketing process; including the seminal work of Clayton Christiansen - The Innovator's Dilemma; Product innovation in Japan; The silver market phenomenon	【Equipment student needs to prepare】 A computer or mobile device - often in-class internet searched are required to support discussion.
12.	13 Dec: - Innovation II	Case: Suntory: Rebranding the Japanese Whisky Highball. working with cultural constraints in product design	
13.	20 Dec: - 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.	10 Jan: - Marketing Strategy in Japan - Course review and wrap up	Due: Assignment 2 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.

Case studies named in this syllabus are required for purchase - details will be provided in class.

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

#### 【References】

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

#### 【Grading criteria】

Participation: 15%

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: 35%

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 assignment: 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 or replaced; the order of course topics and the order of cases was changed due to student feedback. It was really helpful - we talked it out in the final session of Fall 2024-25

The feedback of the workload and cases remained positive. The Kitkat and Illy cases were most popular in '24-'25; Dominos case was added in 2023 and was well received. Students suggested examining in more detail foreign brand entry and positioning in Japan. This will be included in lecture/discussion in 2025.

HIS300LF (史学 / History 300)

**ESOP：日本近現代史**

Marco TINELLO

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

その他属性：

**【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 Seventeenth century to the 1910s.

**【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：対面/face to face

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 (1)	The Tokugawa bakufu's foreign relations
4.	The Edo Period (2)	The Edo period as seen from foreign processions and parades
5.	The Edo Period (3)	The city of Edo
6.	The Edo Period (4)	Mid-term Presentations
7.	The late Edo Period (1)	The Arrival of the Western powers in East Asia
8.	The late Edo Period (2)	The Opening of Japan
9.	The Meiji Period (1)	The establishment of the Meiji government and the creation of a modern state
10.	The Meiji Era (2)	The incorporation of Ryukyu, Ogasawara, and the Kuril Islands from a global perspective
11.	The Meiji Era (3)	The Sino-Japanese War and the collapse of the Chinese tributary system
12.	The Meiji Era (4)	From the Russo-Japanese War to the Annexation of Korea
13.	Contemporary Japan	Present-day Japan and the legacy of 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 two presentations. 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%Presentations

20%In-class quizzes and reaction papers

45%Take-home final examination

**【Changes following student comments】**

There are no changes

**【Equipment student needs to prepare】**

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

SOC300LF (社会学 / Sociology 300)

## 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

その他属性:

## [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 enrol 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:

- delving into 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：対面/face to face

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? <b>Due in Class 3.</b>
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. <b>Due in Class 4.</b>
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	Privacy	How should reporters handle the privacy of those they cover? Is the story always bigger than the individuals involved? 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. <b>First draft due in Class 11.</b>
9	Documentary screening	Citizenfour screening.
10	Snowden as a source	Discussion of Edward Snowden as a news source, and his treatment by reporters.
11	Driving the discussion	Advocacy journalism, agenda-setting and the purpose of reporting the news. <b>First draft of Article 3 for peer review due</b>
12	Article 3 peer review round-table	Let's read each other's articles and give constructively critical feedback, so everyone can improve their work.
13	Things foreign	Overseas news coverage in Japan, and Japanese news coverage overseas. <b>Article 3 Final Due</b>
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: Two unexplained absences will result in an automatic E.

**【Changes following student comments】**

In-class peer review time added. Session on privacy added.

**【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：  
その他属性：

### 【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：対面/face to face

No.	Theme	Contents
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### 【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](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://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 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.

