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As of January 15, 2025

◆Elective Courses (3 credits each) 90min. × 2 times/week = 45 hours/semester

No.			Course Title	Instructor	Syllabus
1	LEC	Literature	East Asian Literature and Culture in Translation	LEE, Hyunjung	○
2	LEC	Literature	Urban Culture Asia (CGE)	LEE, Hyunjung	○
3	LEC	Literature	Literary Representations of Diverse Eras (CGE)	GHOSH, DASTIDAR Debasrita	○
4	LEC	Literature	Modernity in Japanese Literature: From Meiji to Early Shōwa	COHEN, Shirah Malka	To be uploaded
5	LEC	Literature	Kodai to Gendai: Influences of Literature on Japanese Society & Culture	GHOSH, DASTIDAR Debasrita	○
6	LEC	Literature	Kojiki to Haruki	GHOSH, DASTIDAR Debasrita	○
7	LEC	Religion and Philosophy	Christianity in Japan: History, Culture, and Society	COHEN, Shirah Malka	To be uploaded
8	LEC	Religion and Philosophy	Religion in Japan (CGE)	SHULTZ, John	○
9	LEC	Religion and Philosophy	Japanese Religion and Society (CGE)	REYNOLDS, Adam	To be uploaded
10	LEC	Religion and Philosophy	The Japanese Warrior: History, Religion and Philosophy/Japanese Warriors (CGE)	SHULTZ, John	○
11	LEC	Religion and Philosophy	Shinto (CGE)	SHULTZ, John	○
12	LEC	History	History of Modern Japan (CGE)	BAILEY, Scott C. M.	○
13	LEC	History	An Emotional History of Japan	EASON, David A.	To be uploaded
14	LEC	History	Asia in World History to 1500	BAILEY, Scott C. M.	○
15	LEC	History	Japanese Cultural History: Ancient and Medieval	EASON, David A.	To be uploaded
16	LEC	History	Japanese Cultural History: Early Modern and Modern	EASON, David A.	To be uploaded
17	LEC	History	Modern Japanese History [taught in Japanese, Advanced Japanese Level Required]	EASON, David A.	To be uploaded
18	LEC	History	20th Century Asian History through Film (CGE)	BAILEY, Scott C. M.	○
19	LEC	Art	Wa: Rules and Principles in Japanese Arts, Design and Aesthetics	DRUET, Lucile	○
20	LEC	Art	Unveiling Art and Design of Japan: Exploring Core Principles	KIM-LEE, Seonga A	○
21	LEC	Art	Japanese Aesthetics	FLAVIN, Philip	To be uploaded
22	LEC	Art	Fashion in Japan: Art and History of the Kimono and Western Dress Culture	DRUET, Lucile	○
23	LEC	Art	Japanese Influence on Western Art and Design	KIM-LEE, Seonga A	○
24	LEC	Art	Japanese Design: Cultural and Social Perspectives	KIM-LEE, Seonga A	○
25	LEC	Art	Japanese Theatre	FLAVIN, Philip	To be uploaded
26	LEC	Art	Figures of Femininity: Women in Japanese Traditional and Contemporary Arts (CGE)	DRUET, Lucile	○
27	LEC	Art	Fiction in Action: Six Japanese Novels and their Movie Adaptations	DRUET, Lucile	○
28	LEC	Art	Humor in Japan	REYNOLDS, Adam	To be uploaded
29	LEC	Art	Japanese Music	FLAVIN, Philip	To be uploaded
30	LEC	Cultural Studies	Japanese Popular Media and Society (CGE)	DE ICAZA Lizaola Julieta	○
31	LEC	Cultural Studies	Creatures, Monsters, and Heroes of Japanese Pop Culture (CGE)	DE ICAZA Lizaola Julieta	○
32	LEC	Cultural Studies	Exploring Japanese Manga's Influence on Global Popular Culture	VADHAVKAR, Ganga	○
33	LEC	Cultural Studies	Sociolinguistics of Deaf Communities in Japan	FEDOROWICZ, Steven	○
34	LEC	Cultural Studies	Documenting Japan: Film and Photography as Cultural Description	FEDOROWICZ, Steven	○
35	LEC	Cultural Studies	Japan and Globalization: A Cultural Approach (CGE)	FEDOROWICZ, Steven	○
36	LEC	Cultural Studies	Gastronomy of Asia	BALDWIN, Watson M.	△

◆Elective Courses (3 credits each) 90min. × 2 times/week = 45 hours/semester

No.			Course Title	Instructor	Syllabus
37	LEC	Cultural Studies	Sexuality and Society in East Asia	CASTRO-VAZQUEZ, Genaro	○
38	LEC	Cultural Studies	A Successful Life and the Best Education in the World: The East Asian case	CASTRO-VAZQUEZ, Genaro	○
39	LEC	Cultural Studies	Medicine and Health care in East Asia	CASTRO-VAZQUEZ, Genaro	○
40	LEC	Cultural Studies	Contemporary Japan in the Gender Matrix	FASSBENDER, Isabel	○
41	LEC	Cultural Studies	My body, My choice? History and Current Issues of Reproductive Politics in Japan	FASSBENDER, Isabel	○
42	LEC	Political Science	Can We Enforce Human Rights?: Understanding and Evaluating Human Rights Enforcement Mechanisms in Asia	COGAN, Mark S.	△
43	LEC	Political Science	Tyrants, Dictators and Strongmen: Exploring Authoritarian Rule in Asia and the Struggle for Democracy (CGE)	COGAN, Mark S.	△
44	LEC	Political Science	Global Diplomacy and Asia: Modern History and Implications (CGE)	KIM, Seung-young	○
45	LEC	Political Science	International History of East Asia (from the late 19th century to the late 20th century) (CGE)	KIM, Seung-young	○
46	LEC	Political Science	Contemporary International History and Politics of Northeast Asia	KIM, Seung-young	○
47	LEC	Political Science	Pathways to Peace	COGAN, Mark S.	△
48	LEC	Political Science	United Nations and Contemporary Global Issues (CGE)	FUKUDA Kazuo	○
49	LEC	Political Science	Sustainable Development & Public Policy in Asia (CGE)	FUKUDA Kazuo	○
50	LEC	Political Science	Sustainable Development in Action (CGE)	FUKUDA Kazuo	○
51	LEC	Economics	Applied Economics: Analysis of Globalized Industries (CGE)	HASEGAWA Toru	○
52	LEC	Economics	Cultural and Creative Industries in Japan/East Asia	GONZALEZ BASURTO, Grace L.	○
53	LEC	Economics	Socio-Economic & Socio-Cultural Shifts in the 21st Century: Challenges and Opportunities	GONZALEZ BASURTO, Grace L.	○
54	LEC	Economics	Urban Trends and Futures in Japan/East Asia	GONZALEZ BASURTO, Grace L.	○
55	LEC	Business	Marketing Across Cultures (CGE)	ZURCHER, Stephen	○
56	LEC	Business	Management Across Cultures (CGE)	BOHAKER, Linda	○
57	LEC	Business	Global Leadership (CGE)	JAYASINGHE, Nilushika Chandima	To be uploaded
58	LEC	Business	Topics in Japanese Business (CGE)	JAYASINGHE, Nilushika Chandima	To be uploaded
59	LEC	Business	Japanese Management: A Global Perspective (CGE)	TRACY, Mark	To be uploaded
60	LEC	Business	Asian Human Resource Management	JEHAN, Shahzadah Nayyar	△
61	LEC	Business	International Business (CGE)	JEHAN, Shahzadah Nayyar	△
62	LEC	Business	International Negotiation: Resolving Conflict and Closing the Deal (CGE)	TRACY, Mark	To be uploaded
63	LEC	Business	Global Business and Political Issues(COIL)	ZURCHER, Stephen	○
64	LEC	Business	Culinary Tourism: Theories and Concepts	BALDWIN, Watson M.	○
65	LEC	Business	Finance for Technology and Innovation	JEHAN, Shahzadah Nayyar	△
66	LEC	Communication	Intercultural Communication in Japan	LIND, Scott	○
67	LEC	Communication	Presentation Skills and Video Production	REYNOLDS, Garr A.	○
68	LEC	Communication	Intercultural Communication: Bridging Japanese and Western Perspectives	VADHAVKAR, Ganga	○

Can We Enforce Human Rights? (ASP) - Spring 2025

Understanding and Evaluating Human Rights Enforcement Mechanisms in Asia

Mark S. Cogan

Associate Professor of Peace and Conflict Studies

Office: 601 (Nakamiya Campus)

Office Hours: 10:45am-12:15pm Tuesday & Thursday

E-mail: mscogan@kansai.ac.jp

Class Date/Period: 3:00-4:30 pm, Wednesday
& Friday

Classroom(s): TBD

Course Description: A famous law professor once said that "Almost all nations observe almost all principles of international law and almost all of their obligations almost all of the time." But what happens when they don't? What systems exist to compel states to uphold their international human rights obligations? This upper-level course will survey the global human rights landscape, from Eastern and Western philosophical and normative underpinnings, as well as a thorough examination of United Nations human rights enforcement mechanisms, including the Universal Periodic Review (UPR). This interdisciplinary course will introduce case studies from broader Asia as evidence of state compliance. Reading and lecture material will come from a variety of academic and legal disciplines as well as reports from major international organizations. This course is challenging. It is useful for those seeking internships with the United Nations, or looking toward graduate school in the area of international relations, law, or human rights.

Learning Assessment/Course Rubric:

Class Participation:	15%
Discussion Participation:	15%
Writing Assignment:	10%
UPR Presentations:	30%
Final Exam:	30%

Class Participation (15%): You get points just for showing up, but you can lose them very quickly. All absences must be approved in advance or excused by valid medical or personal reason.

Discussion Participation (15%): There will be three (3) class discussions of different types, each with different objectives. For some of the discussions, you will be divided into small groups, for others it will be a class discussion involving individual contributions. You will be assessed on the following criteria: 1) Attendance; 2) Contribution to Group Discussions/Research; 3) Individual Contributions; 4) Analysis and Critical Thinking.

Writing Assignment (10%): Early in the semester, there will be a writing assignment designed to assess your comprehension of human rights norms. Keeping up-to-date with all course readings will be key to doing well on this assignment.

UPR Presentations (30%): You will be divided into small groups. Each group will give a 45-50 minute presentation on the Universal Periodic Review (UPR) for a country of your choice within continental Asia. UPRs occur every 4.5 years. Your task is to provide a comprehensive analysis of the UPR in that country using information that was provided by the country under review, by civil society organizations, or by national consultations, or through outside research. The focus of your analysis does not need to be broad. What is of concern in one country is less important in another. The treatment of refugees and internally displaced persons remains a challenge for Myanmar, while gender inequality remains problematic for Japan. All presentations should include significant reference material. A PowerPoint presentation would be helpful. **NOTE:** This presentation is challenging and you will no doubt have additional questions about it. Please review all material on the UPR well ahead of time.

Final Exam (30%): The final exam will feature two (2) short-answer essay questions over the required course readings, class lectures, and discussions. The exam is cumulative and will be taken during the final exam week, in class (70 minutes).

Tyrants, Dictators and Strongmen (Spring 2025 - ASP/CGE)

Exploring Authoritarian Rule in Asia and the Struggle for Democracy

Mark S. Cogan

Associate Professor of Peace and Conflict Studies

Office: 601 (Nakamiya Campus)

Office Hours: 10:45am-12:15pm Tuesday & Thursday

E-mail: mscogan@kansai-gaidai.ac.jp

Class Date/Period: 1:15-2:45 pm, Tuesday & Thursday

Classroom(s): TBD

Course Description/Synopsis:

Following the Cold War, a 'wave' of democracy spread across the globe. As many as 50 countries started the long transition from authoritarianism to liberal democracy. While this was clearly evident in Sub-Saharan Africa, Latin America and many former Soviet satellite states, democracy has had a much more difficult journey in Asia. The continent provides numerous examples of 'hybrid' or 'electoral autocracies', where a thin veneer of quasi-democratic institutions and multi-party elections masked autocratic manipulation, corruption and severe abuses of power. For example, the emergence of Thaksin Shinawatra in Thailand sparked hopes of democratic expansion, but military-backed *coups d'etat* have quashed hopes for change. Hong Kong was promised universal suffrage by the Chinese as a result of the handover with the British, but limited progress has been made, resulting in social unrest, anxiety and calls for independence. Frustration with crime, corruption, an elite-driven status quo, and a growing insurgency, the Philippines turned to the populist former mayor of Davao City Rodrigo Duterte after he promised swift solutions to persistent national challenges. Questions now linger about his successor, the son of former dictator Ferdinand Marcos.

This interdisciplinary course is divided into three distinct parts. Part one will provide an analytical framework for discussion by establishing core concepts, regime typologies, and baseline indicators for assessing democratization. Part two explores the role of values, norms, and traditions that have ostensibly made Asia resistant to liberal democracy. Finally, part three explores essential case studies: China/Hong Kong, Thailand, and the Philippines each of whom struggle with persistent challenges, from historical traumas, legitimacy crises, and populist leadership. This class is aimed at third and fourth-year undergraduate students. Previous studies in political science, international relations, or social anthropology would be helpful, but are not required.

Learning Assessment/Course Rubric:

Class Participation	25%
Discussion Participation	30%
Authoritarianism Writing Assignment	10%
Final Paper / Presentations	35%

Class Participation (25%): You get points just for showing up, but you can lose them very quickly. All absences must be approved in advance or excused by valid medical or personal reason.

Discussion Participation (30%): There will be four (4) class discussions of different types, each with different objectives. For some of the discussions, you will be divided into small groups, for others it will be a class discussion involving individual contributions. You will be assessed on the following criteria: 1) Attendance; 2) Contribution to Group Discussions/Research; 3) Individual Contributions; 4) Analysis and Critical Thinking.

Global Diplomacy and Asia

Instructor	Dr. Seung-young Kim
Office/Building	2412
Office Hours	TBA in the first week

Section 1 【Course Outline / Description】

We will study major developments in global diplomacy and their impacts on East Asia since the late 19th century until today. While examining history of diplomacy in Europe and East Asia, this course will analyse major diplomatic strategies, such as balance of power, appeasement, deterrence, and containment, along with salient aspects of decision-making during international crises. We will also examine the roles played by the United States in diplomacy and crisis management in Europe and in the Asia-Pacific region. The final weeks of the course will discuss the lessons and implications of historical examples on the international relations of East Asia in the 21st century. As the recent international politics in East Asia has shown trends characterized as ‘the return of geo-politics,’ the study of modern international history offers useful insights and points of reference for diplomacy and statecraft in the region. Relevant established theories of foreign policy and decision-making will be introduced in the course; but theoretical analysis remains *optional* for this inter-disciplinary course.

Section 2 【Course Objectives/Goals/Learning Outcomes】

Upon completion of this class, student will be able to:

- analyze and explain major patterns of diplomacy in modern international history and their impacts upon East Asia, taking into account of the US role on those developments.
- analyze the role of central decision makers and governments when dealing with constraints imposed by international system and domestic situation.
- acquire some guides for good judgement and decision-making in diplomacy and crisis management.
- appreciate the role of diplomacy and force in international relations
- demonstrate the ability to discuss lessons and implications of diplomatic history on the recent international situation in East Asia.

Furthermore, this course is designed to help students:

- Develop critical thinking, learning and communication skills;
- Develop skills in identifying, accessing and evaluating sources of information, including primary historical materials;
- Present argument through written and oral presentations based on academic research
- Promote intellectual curiosity and life-long learning on international history and diplomacy.

Section 3-1 [Class Schedule/Class Environment, Literature and Materials]

***Advice for Reading:** Please choose the reading from textbook and/ or **at least one item** among the list of recommended readings for each session. **Items in bold character are the recommended reading.** Most of these readings are made available on blackboard.

Lesson 1: Course Introduction

Aaron Friedberg, "Will Europe's past be Asia's Future?," Survival, 42: 3 (2000), or

Read one of the following articles (via your home university library web):

- Condoleezza Rice, "The Perils of Isolationism," Foreign Affairs, September 2024
- Aaron L. Friedberg, "Stopping the Next China Shock," Foreign Affairs, September 2024
- Richard Haass, "The Trouble with Allies," Foreign Affairs, September 2024

Lesson 2: Diplomacy and Foreign Policy Analysis

-Walter Lippmann, US Foreign Policy:Shield of Republic (1943) section on 'Bankruptcy in Foreign Policy'

-Philip Zelikow, "Foreign Policy Engineering," International Security, 18; 4 (Spring, 1994), pp. 143-171

-Harold Nicolson, Diplomacy, TBA.

-Thomas Otte, Diplomatic Theory from Machiavelli to Kissinger.

-Hans J. Morgenthau, Politics among Nations, chapter on 'principles of diplomacy'

-Herbert Butterfield, "Diplomacy," in Ragnhild Hatton, Studies in Diplomatic History, pp. 357-72.

Lesson 3: Concert and Balance of Power in Europe

-Kissinger, Diplomacy, chapter 4, 5.

-Louise Richardson, "The Concert of Europe and Security Management in the Nineteenth Century," in Helga Haftendorn and Robert Keohane, eds, Imperfect Unions: Security Institutions over Time and Space (Oxford UP, 1999), pp. 48-77.

-Michael Sheehan, Balance of Power (New York: Routledge, 1996), pp. 1-7; chapter 6.

Lesson 4: Triple Intervention to Competition for concession in China

-S.C.M. Paine, The Sino-Japanese War, pp. 88-133.

-William Langer, Diplomacy of Imperialism (New York: Alfred Knoff, 1960),

VI, XII, XVI

-Immanuel Hsu, The Rise of Modern China, chapter 13, 14 , or Hsu's chapter in Cambridge History of modern China

-Lloyd Eastman, Throne and Mandarins, chapter 2 (France in Vietnam)

-Richard Sims, French Policy towards The Bakufu and Meiji Japan 1854-96, chapter 5, pp. 110-42.

Lesson 5: Kaiser and Global Context of Diplomacy, and the Road to WWI in Europe

-Kissinger, Diplomacy, chapter 7, 8.

-Felix Gilbert and David Clay Large, The End of the European Era, pp.90- 105

-Frank McDonough, The Origins of the First and Second World Wars (Cambridge UP, 1997), 3- 25.

-John C.G. Rohl, Kaiser Wilhelm II (Cambridge UP, 2014), pp. 73-99.

-Andrew Christopher, "France and Making of the Entente Cordiale," Historical Journal, 10: 1 (1967), pp. 89-105.

Lesson 6: Open Door, the Anglo-Japanese Alliance to the Quadruple Entente in Asia

-Langer, Diplomacy of Imperialism, XXIII**

-Ian Nish, pp. Phillips Payson O'Brien, "Origins of the Anglo-Japanese Alliance: in the shadow of the Dreibund," in Phillips Payson O'Brien, ed., The Anglo-Japanese Alliance, 1902-1922, pp. 8-25.

-S.-Y. Kim, "Open Door or Spheres of Influence?: Diplomacy for the Japanese-French Entente of 1907:" International History Review (Jan. 2019), TBA.

- Raymond A. Esthus, "The Changing Concept of the Open Door, 1899-1910," The Mississippi Valley Historical Review, 46; 3 (Dec., 1959), pp. 435-454, available via JSTOR.org.

Lesson 7: Wilsonian Diplomacy and Paris Peace Conference

-Kissinger, Diplomacy, chapter, 9, 10.

-Michael Sheehan, Balance of Power, pp. 152-63.

-William R. Keylor, The Twentieth-Century World, 4th edition, chapter 2 (The Paris Peace and New International Order)_

-Thomas J. Knock, "Playing for Hundred Years Hence: Woodrow Wilson's Internationalism and his Would-Be Heirs," in John Ikenberry and Tony Smith eds., The Crisis of American Foreign Policy: Wilsoniaism in the Twentieth-first Century, chapter 1.

Lesson 8: Western Powers' concerns about Japan during WWI (incl. Siberian Intervention)

-Antony Best, "Britain, Japan, and the Crisis over China, 1915-16," in Antony Best and Oliviero Frattolillo, eds, *Japan and the Great War* (Basingstoke: Palgrave Macmillan, 2015), pp. 52-70.

-Xu Guoqi, "China and Empire," in Robert Gerwarth and Erez Manela eds., Empires at War, 1911-1923 (Oxford UP, 2014), pp. 214-34

-Peter Lowe, "Great Britain and Japan's entrance into the Great War, 1914-1915," in Phillips O'Brien, ed. The Anglo-Japanese Alliance, 1902-1922, pp. 159-75.

-Erez Manela, *The Wilsonian Moment* (New York: Oxford UP, 2007), chapter 6 (Korea)

- Paul E. Dunscomb, Japan's Siberian Intervention, 1918-1922: 'A Great Disobedience Against the People' (Lexington Books, 2011), chapter 2.

-Frederick R. Dickinson, WWI and the Triumph of New Japan (Cambridge UP, 2013).

Lesson 9: Collective Security in Europe in the 1920s

-Kissinger, Diplomacy, chapter (2), 9, 10, (11)

-William Keylor, chapter on 'western world in the 1920s,' in Keylor, Twentieth Century World.

-Patrick O. Cohrs, The Unfinished Peace after World War I (Cambridge UP),
Chapters 16 (Locarno conference) and 24 (Kellog-Briand pact)

-Robert Young, France and the Origins of the Second World War (Palgrave Macmillan, 1996), pp. 7-21

-Joseph Nye, Understanding International Conflict (New York: Pearson, 2005, or other editions), pp. 85-90

Lesson 10: China Question and Naval Arms Control in the Pacific (Washington system in Asia)

-David Armstrong, "China's Place in the New Pacific Order," Erik Goldstein ed., The Washington Conference, 1921-22, pp. 249-266.

-Sadao Asada, "Between the Old Diplomacy and the New, 1918-1922," Diplomatic History, 30; 2 (April 2006), pp. 211-30.

-Sadao Asada, "From Washington to London: The Imperial Japanese Navy and the Politics of Naval Limitation, 1921-30," Erik Goldstein ed., The Washington Conference,

1921-22

-John Dreifort, Myopic Grandeur: The Ambivalence of French Foreign Policy toward the Far East, 1919-1945, chapter 2.

Lesson 11: Collapse of Collective Security in the early 1930s

-Kissinger, Diplomacy, chapter 12 (pp. 288-304)

-Carolyn Kitching, "The search for disarmament: Anglo-French Relations, 1929-1934," Anglo-French Relations in the Twentieth Century, pp. 158-179.

-Nicholas Atkin, The French at War 1934-1944, chapter 2.

-Karl Dietrich Bracher, The German Dictatorship, pp. 359-87.

-Allan Todd, Democracies and dictatorships Europe and the world (2001), 22-52.

Lesson 12: Limit of Diplomacy: Western Response to Japanese Expansion in Asia

-Dorothy Borg, The United States and the Far Eastern Crisis of 1933-1938, chapter 1 (Manchurian Incident and the Tangku Truce).

-Peter Lowe, Britain in the Far East, chapter 8 ('The Manchurian crisis and after, 1931-1937).

-Christopher Thorn, The Limits of Foreign Policy: The West, the League and the Far Eastern Crisis of 1931-1933, pp. 131-167; 202-272

-Ian Nish, Japanese Foreign Policy in the Interwar Period, 65-91

-Dreifort, Myopic Grandeur, chapter 4 ('Manchurian Crisis: from Mukden to Shanghai')

- Jack Snyder, 'Japan's Bid for Autarchy,' Snyder, Myth of Empire, 112-152
- Ann Trotter, Britain and East Asia, 1933-1937, chapter 5 (Britain, China, and the Amai Statement)

Lesson 13: British and French Appeasement and the Road to WWII

- Kissinger, Diplomacy, Chapter 12 (pp. 305-319), chapter 13, 14, 15.
- Frank McDonough, "When Instinct Clouds Judgement," in Frank McDonough ed, The Origins of the Second World War, chapter 11.
- Jean-Baptiste Duroselle, France and the Nazi Threat (New York: Enigma Books, 2004), pp. 233-37, chapter XI (Year of Munich).
- Robert Young, France and the Origins of the Second World War (Palgrave Macmillan, 1996), pp. 22-36.
- Robert Yong, In Command of France: French Foreign Policy and Military Planning, 1933-1940, chapter 8
- Karl Dietrich Bracher, The German Dictatorship, pp. 387-410.

***Collection of Primary sources:**

Walter L. Arnstein ed. The Past Speaks: Sources and Problems in British History (Lexington, MA: D. C. Heath, 1993), vol. 2, chapter 16, (*available on Blackboard)

Lesson 14: 'Appeasement' in Asia and Road to the Pearl Harbour

- Marianne Bastid-Bruguere, "Frances' Deluded Quest for Allies: Safeguarding Territorial Sovereignty and the Balance of Power in East Asia," in Hans van de Ven and Stephen R. MacKinnon, Negotiating China's Destiny in World War II, chapter 1.
- John M. Schuessler, "The Deception Dividend FDR's Undeclared War" International Security, 34: 4 (Spring 2010), pp. 133-65.
- David M. Kennedy, Freedom from Fear, pp. 500-544.

-John F. Laffy, "French Far Eastern Policy in the 1930s," Modern Asian Studies, 23: 1 (1989), pp. 117-149.

-Anthony Best, 'The Road to Anglo-Japanese Confrontation, 1931-41,' in Ian Nish and Kibata Yoichi, eds., The History of Anglo-Japanese Relations, vol. 2: 1930-2000, (Macmillan, 2000)

-Kibata Yoichi, "Anglo-Japanese Relations from the Manchurian Incident to Pearl Harbour: Missed Opportunities?," in Ian Nish and Kibata Yoichi, eds., he History of Anglo-Japanese Relations, vol. 2: 1930-2000, (Macmillan, 2000), pp. 1-25.

-Germany: James T.C. Liu, "German Mediation in the Sino-Japanese War," The Far Eastern Quarterly, 8; 2 (Feb. 1949), pp. 157-71.

Lesson 15: The end of WWII in the Pacific and Review on Diplomacy and Changes in International Relations (Coercive diplomacy; Crisis management)

* -Sadao Asada, "The Shock of the Atomic Bomb and Japan's Decision to Surrender-
A Reconsideration," Pacific Historical Review, vol. 67, no. 4 (Nov., 1998), pp. 477-
512

-Glen Snyder and Paul Diesing, Conflict among Nations (1977), pp. 6-21

-Alex George, Forceful Persuasion (USIP, 1991), pp. 3-14, 67-84.

Lesson 16: Review and mid-term exam

Preparation for mid-term exam based on studies until Lesson 15.

Lesson 17: Beginning of the Cold War and Containment

-Kissinger, Diplomacy, chapters, 17, 18.

-Mr. X (George Kennan), "Sources of the Soviet Conduct," Foreign Affairs (July 1947).

-Wilson D. Miscamble, George F. Kennan and the Making of American Foreign Policy, 1947-1950 (Princeton UP, 1992), chapter 5 (Division of Germany)

Lesson 18: French efforts to recover its empire; British efforts to contain Cold War in Asia

-Christopher Goscha, Penguin History of Modern Vietnam, (Penguin, 2017), chapter 7.

Frederik Logevall, Embers of War (NY: Random House), chapter 5,

-Peter Lowe, Containing the Cold War in East Asia (Manchester UP, 1997), chapter 10 (Britain and Rollback in Korea)

-Kissinger, Diplomacy, chapter 19.

-Kathryn Weathersby, 'Soviet Aims in Korea and the Origins of the Korean War, 1945-50: New Evidence from Russian Archives', working paper no. 8, Cold War International History Project, pp. 22-32. [free down load, use any search engine],
<https://www.wilsoncenter.org/sites/default/files/ACFB76.pdf>

-Shen Zhihua, Mao, Stalin, and the Korean War (Routledge, 2012), pp. 106-132.

-Ernest R. May, "Lessons" of the Past: The Use and Misuse of history in American Foreign Policy (London:Oxford U.P, 1973), chapter 3.

Lesson 19: Crises at Suez and Hungary, and the non-Alignment Movement

-Kissinger, Diplomacy, chapter 21, 22.

-Philip Zelikow, Suez Deconstructed (Washington DC: Brookings, 2018), pp. 1-28.

Primary Source Material (Handout-Reader for this week will include.):

-Anthony Eden, Full Circle: The Memoirs (London: Cassell, 1960), pp. 529-544

-Dwight D. Eisenhower, Waging Peace (New York: Doubleday, 1965), pp. 35-57, 672-675.

-James Eayers ed., The Common Wealth and Suez: a Documentary Survey (London: Oxford U.P., 1964), pp. 109-112, 204, 206-209, 216-218.

-Department of State, The Suez Canal Problem, July 26-September 22, 1956 (Washington, D.C.: Government Printing Office, 1956), pp. 34-35, 37-53, 330-349, 364-367.

Alternatively, please consult US government documents here:

<http://digicoll.library.wisc.edu/cgi-bin/FRUS/FRUS-idx?type=header&id=FRUS.FRUS195557v16>

Lesson 20: Cuban Missile Crisis and the US Escalation in Vietnam

-Kissinger, Diplomacy, chapters 25, 26, 27.

-Fredrik Logevall, Choosing War (Berkeley: UC Press, 1999), pp. 75-90, 193-97.

-Documents available in FRUS (Foreign Relations of the United States) on Cuban Missile crisis: <https://history.state.gov/historicaldocuments/frus1961-63v11>

- Stephen D. Krasner, “Are Bureaucracies Important? (Or Allison Wonderland),” Foreign Policy No. 7 (Summer, 1972), pp. 159-179

Lesson 21: Détente Diplomacy

-Kissinger, Diplomacy, chapter, 28, 29

For primary the **US gov’t documents** on US-PRC rapprochement:

<https://history.state.gov/historicaldocuments/frus1969-76v17>

-John Garver, “Sino-American-Soviet Relations” (chapter 3). In Garver, Foreign Relations of China (Prentice Hall, 1993).

Robert S. Ross, “From Lin Biao to Deng Xiaoping: Elite Instability and China's U. S. Policy,” The China Quarterly, no. 118 (June., 1989), pp. 265-299, via JSTOR.org from K. Gaidai library.

Gong Li, “The Difficult Path to Diplomatic Relations,, China’s U.S. Policy, 1972-1978,” William Kirby and R. S. Ross ed., Normalization of U.S. –China Relations (Harvard Asia Center, 2005), chapter 4.

An article on Taiwan, TBA.

Lesson 22: From New Cold War and the End of the Cold War

- Kissinger, Diplomacy, chapter 30.
- David Painter, Cold War: International History (London: Routledge, 1999), chapter 6 (The Rise and Fall of the Second Cold War)
- Michael Yahuda, The International Politics of the Asia-Pacific (2011), chapter 3.
- Ralph Levering, “Cold War Roller Coaster Years & End of the Cold War,” pp. 154-229.

Lesson 23: Diplomacy for German Unification and Lessons for Korea (presentations)

- W.R. Smyser, From Yalta to Berlin: The Cold War Struggle over Germany, pp. 338-96
- Philip Zelikow and Condoleezza Rice, Germany Unified and Europe Transformed, chapter 5 and 6.
- [Frédéric Bozo](#), Mitterrand, the End of the Cold War, and German Unification (Berghahn Monographs in French Studies, 2009), pp. 214-58, 278-300.
- John S. Park, “Inside multilateralism: The six-party talks,” The Washington Quarterly, 28:4, 73-91
- Sheila Miyoshi Jager, “North Korea and the World,” (chapter 20), Brothers at War, (Profile Books, 2013)

Lesson 24: Will Europe’s Past Be Asia’s Future?

- Aaron Friedberg, “Will Europe’s Past be Asia’s Future,?” Survival, 42:3 (autumn 2000), pp. 147-59.
- Evan S. Medeiros, “Strategic Hedging and the Future of Asia Pacific Stability,” Washington Quarterly, 29:1 (2005), pp. 145-67.
- Jonathan D. Pollack, Asia Paradox (Brookings, 2016), TBA

Lesson 25: Intervention or Restraint in US Foreign Policy in Asia in the 21st C:

- Kissinger, Diplomacy, chapter 31.

-Barry Posen, Restraint: A new Foundation for U.S. Grand Strategy (Cornell UP, 2014), pp. 87-128.

-Barry Posen, ““Pullback” The Case for a Less Activist Foreign Policy,” Foreign Affairs (January/February 2013) [Free to check from internet with title search.]

-Useful Websites on related debates.

<https://www.state.gov/p/eap/ci/index.htm>

<http://www.foreignpolicyi.org/content/obama-administrations-pivot-asia>

Lesson 26: North Korean nuclear issue: appeasement or engagement?

-William J. Perry, My Journey at the Nuclear Brink (Stanford Security Study, 2015), chapter 14, 22.

-Christopher R. Hill, “The Elusive Vision of a Non-nuclear North Korea,” Washington Quarterly, 36: 2(2013), pp. 7-19.

-Leszek Buszynskui, Negotiating with North Korea (Routledge, 2013), pp. 152-96.

-Andrew H. Kydd, “Pulling the Plug: Can There Be a Deal with China on Korean Unification?,” Washington Quarterly, 38: 2 (summer 2015), pp. 63-77.

-Scott D. Sagan, “Korean Missile Crisis,” Foreign Affairs, 96: 6 (Nov/ Dec. 2017), pp. 72-82.

Lesson 27: Whither Risen China?: Lessons from Imperial Germany

-Graham Allison, The Thucydides Trap: Are the US and China Headed for War?,” The Atlantic, (Sep. 24, 2015)

-Rush Doshi, The Long Game: China’s Grand Strategy to Displace American Order (Oxford UP, 2021), chapters 12, 13.

-Zheng Wang, Never Forget National Humiliation (Columbia University Press, 2014), chapter 9.

Lesson 28: Lessons of History for Japanese diplomacy (General discussion)

-Andrew Oros, Japan's Security Renaissance (Columbia University Press, 2017), chapter 5.

-Sheila A. Smith, Japan Rearmed (Harvard University Press, 2019), chapter 4.

-Readings, TBA. (please consult with web magazine Diplomat, and/ or journal article in Foreign Affairs, etc.)

Lesson 29: Course wrap up, Final thoughts, and general discussion

-Ernest R. May and Richard E. Neustadt, Thinking in Time: Use of History for Decision Making (Free Press, 1986), pp. 247-70.

Lesson 30: Final Exam Review

Preparation for final exam based on studies until Lesson 29; no further reading assigned.

Section 3-2 【Textbooks/Reading Materials】

Main Textbook

-Henry A. Kissinger, Diplomacy (Simon & Schuster, 1995 or later edition)

Recommended Alternative textbooks

-Antony Best and Joseph Maiolo, International History of the Twentieth Century and Beyond (Routledge, 2014).

-J. M. Roberts, The Penguin History of the Twentieth Century: The History of the World, 1901 to the Present (Penguin Books, 2004)

-Warren I Cohen, A Nation Like All Others: A Brief History of American Foreign Relations (Columbia UP, 2018), if you wish to focus on the US diplomacy.

Section 4 【Learning Assessments/Grading Rubric】

-**Short paper**, report on the relevant primary source: 10 % (length, method, deadline: three weeks after the mid-term exam)

-**Participation** (with presentation and/or discussion): 20 %

-**Mid-term** exam: 30%

-**Final** Exam: 40%

Section 5 【Additional Information】

Please note that this course requires active participation by students with presentation and discussions in small groups.

International History of East Asia (from the late 19th century to the 20th century)

Instructor	Seung-young Kim
Office/Building	2412
Office Hours	TBA during the first week of teaching

Section 1 【Course Outline / Description】

This course examines International History of East Asia from the late 19th century until the late 20th century, analyzing inter-locking relations among China, Japan, Korea, Russia and the United States. The course will introduce how and why different international systems rose and fell in the region, paying attention to the roles played by major shaping forces of international history: power competition, pursuit of economic interest, and inter-cultural relations among countries and people in the region. It will also examine major sources of foreign policies of the countries involved in the region: the roles played by central decision-makers, domestic political context, and the constraints and opportunities offered by the international environment. Theoretical analysis will be introduced when relevant, but it remains optional for examinations in this inter-disciplinary course, which has primary focus on historical study.

Section 2 【Course Objectives/Goals/Learning Outcomes】

Upon completion of this class, students will be able to:

- analyze and explain the major causes of changes in the relations among China, Japan, Korea, Russia, and the United States in East Asia from the late 19th C to the late 20th C.
- appreciate the constraints and opportunities offered by international system to each country in the Asia-Pacific region in modern history.
- develop appreciation of intercultural factor as a major source of international relations in the Asia-Pacific region.
- become familiar with established historiographies of international relations.
- analyze critically primary historical source materials available in English or Japanese.
- develop a broad region-wide perspective when considering historical issues in modern East Asia.
- develop ability to consider recent developments in East Asia and the Pacific region in the context of modern international history.

Furthermore, this course is designed to help students to:

- develop critical thinking, learning and communication skills;
- develop skills in identifying, accessing and evaluating sources of information, including primary historical materials;
- develop ability to make cogent written and oral presentations based on their research;
- acquire intellectual curiosity and motivation for life-long learning on historical issues.

Section 3-1 【Class Schedule/Class Environment, Literature and Materials】

Lesson 1: Course Introduction

No scheduled Reading for this session.

Lesson 2: Historiography and Theoretical Perspectives

(These are for your reference, so you do not have to read all these reading!)

-Joseph Maiolo, "Systems and Boundaries in International History," International History Review, 40: 3 (2018), pp. 576-591 (particularly pp. 576-580). *

-or Daniel Bessner, Fredrik Logevall, "Recentering the United States in the Historiography of American Foreign Relations," Texas National Security Review, 3: 2, spring 2020

<https://tnsr.org/2020/04/recentering-the-united-states-in-the-historiography-of-american-foreign-relations/>

-Pedro Iacobelli, Danton Leary, and Shinnosuke Takahashi, "Introduction," in Pedro Iacobelli, et al, ed, Transnational Japan as History (Palgrave Macmillan, 2016), pp. 1-20.

-Stephen Walt, "International Relations: One World Many Theories," Foreign Policy, no. 110 (spring 1998), pp. 29-46;

-John Ikenberry, Introduction to International Relations (NY: Palgrave, 2015), chapter 4 (Analysing Foreign Policy)

Lesson 3: Decline of China, Rise of Japan

-Walter LaFeber, The Clash, 3-44

-Immanuel Hsu, Rise of Modern China, chapter 13*

-Xiaobing Li, The Cold War in East Asia (NY: Routledge, 2017), pp. 11-20

Lesson 4: Korean Question and the Sino-Japanese War

- LaFeber, The Clash, pp. 45-52

-Immanuel Hsu, Rise of Modern China, chapter 14*

Lesson 5: Competition over China and the Boxer Uprising

Secretary of State John Hay and the Open Door in China, 1899-1900 , <https://2001-2009.state.gov/r/pa/ho/time/ip/17457.htm>. (Please try to find relevant primary-source record by checking FRUS, using the internet site shown at the end of this syllabus.)

-LaFeber, The Clash, pp. 53-73.

-SY (Seung-young) Kim, "Open Door or Spheres of Influence," International History Review, 41:1 (2019), pp. 1-5. *

-S.C.M. Paine, The Sino-Japanese War of 1894-1895 (Cambridge UP, 2013), pp. 88-133*

Lesson 6: Road to the Russo-Japanese War over Korea and Manchuria

- LaFeber, The Clash, pp. 54-98,

-S-Y Kim, "Russo-Japanese Competition over the Korean Buffer," Diplomacy and Statecraft, 16: 4 (Dec. 2005), pp. 619-650.*

-Ian Nish, "Korea as Focus of the Russo-Japanese Rivalry," Collected Writings of Ian Nish, vol. 7.*

Lesson 7: Nationalist movements in China and Korea

- LaFeber, The Clash, chapter IV

-Erez Manela, "Korea and Wilsonian Moment," in Manela, Wilsonian Moment*

-Warren Cohen, America's Response to China, pp. 90-114 (chapter 4)*

Lesson 8: Washington Conference System in the 1920s

- LaFeber, The Clash, chapter V

-Sadao Asada, "Imperial Japanese Navy from Washington to London, 1921-30," Erik Goldstein ed., Washington Conference, 1921-22, pp. 147-191*

-Bruce Elleman, International Competition in China, 1899-1991, pp. 75-84.*

Lesson 9: Japanese expansion and Chinese Response in the 1930s

-LaFeber, chapter VI;

-Peter Duus, Modern Japan, pp. 209-220.*

-Sandra Wilson, The Manchurian Crisis and Japanese Society, 1931-33, chapter 2 (Managing opinion: censorship and the Manchurian crisis), pp. 30-43.*

Lesson 10: Elusive Alliances in East Asia in the interwar Era

-Anthony Best, "The 'Ghost' of the Anglo-Japanese Alliance: An Examination into Historical Myth Making," The Historical Journal, Vol. 49, No. 3 (Sep., 2006), pp. 811-831

-Bradford A. Lee, Britain and the Sino-Japanese War, 1937-1939 (Stanford UP, 1972), chapter 1 (Britain between East and West)*

-Limits in the French-Japanese cooperation in East Asia, TBA

(Lesson 10: 2 Settler Colonialism in China and Korea) If you are interested in other issues than geo-politics.

- Joshua Fogel, "Shangnai-Japan': The Japanese Resident Association of Shanghai," Journal of Asian Studies, 59: 4 (Nov. 2000), pp. 927-50;

-Robert Vickers, "Shanghailanders: The Formation an Identity of the British Settler Community in Shanghai," Past and Present, 159 (May 1998);

-Jun Uchida on Japanese settlers in Korea, TBA

-Christian A. Hess, "Making of 'New Dailian,'" *Urban History*, 38: 3 (2011)

Lesson 11: the Sino-Japanese War

-LaFeber, pp. 186-190; Li, pp. 28-33,

-Peter Duus, Modern Japan, pp. 220-230.*

-Youli Sun, *China and the Origins of the Pacific War* (NY: St. Martin, 1993), chapter 5.

-A. Best, "Sir Robert Craigie as Ambassador to Japan 1937-1941," in Ian Nish, ed., *Britain & Japan: Biographical Portraits* (Routledge, 1994), pp. 238-251.

Lesson 12: Road to the Pearl Harbour & WWII in the Asia-Pacific

-LaFeber, pp. 191-239; Li, 34-38.

-Makoto Iokibe, History of U.S.-Japan Relations, pp. 94-101.*

-John M. Schuessler, "The Deception Dividend FDR's Undeclared War" International Security, 34: 4 (Spring 2010), pp. 133-65.

Lesson 13: 'Atomic Diplomacy' and the Korean Division

-Lafeber, pp. 239-256;

-Sadao Asada, "The Shock of the Atomic Bomb and Japan's Decision to Surrender-A Reconsideration," *Pacific Historical Review*, vol. 67, no. 4 (Nov., 1998), pp. 477-512

-Jeremy A. Yellen, "The Spector of Revolution: Reconsidering Japan's Decision to Surrender," The International History Review (2013), 35:1, 205-226

-S-Y Kim, American Diplomacy and Strategy toward Korea (NY: Palgrave Macmillan), chapter 7.*

Lesson 14: General Discussion on transformation of East Asia until WWII

(Discussions about Open Door principle on China, Pan-Asianism, and debate

about influence and existence of Fascism in Japan before WWII, etc.)

+**Main article to review together** with students: Ian Nish, "An Overview of Relations between China and Japan, 1895-1945," China Quarterly, Dec. 1990, no 124, pp. 601-623

-Bruce A. Elleman, International Competition in China, 1899-1991: The Rise, Fall, and Restoration of the Open Door Policy (Routledge Studies in the Modern History of Asia, 2015), Introduction and conclusion.

-Christopher W.A. Szpilman and Sven Saaler, "Japan and Asia," Routledge Handbook of Modern Japanese History, chapter 3. (Pan-Asianism in pre-war Japan)

-Ricky W. Law, Transnational Nazism: Ideology and Culture in German-Japanese Relations, 1919-1936 (Cambridge UP, 2019), pp. 48-65.

Lesson 15: Review and Midterm Exam

Preparation for mid-term exam based on your study until lesson 14; no further reading assigned.

Lesson 16: Politics in Divided Korea

- S-Y Kim, American Diplomacy Strategy toward Korea, chapter 8 *

-Bruce Cumings, The Origins of the Korean War, 1945-1947 (Princeton UP, 1981), conclusion.

Lesson 17: The US occupation of Japan (and Korea)

-LaFeber, chapter IX ; Li, The Cold War in East Asia, chapter 3

-John Dower, Embracing Defeat: Japan in the Wake of World War II (Norton, 1999), pp. 203-53, **or** Naoko Shibusawa, America's Geisha Ally, selected pages*

-Wilson Miscamble, George Kennan and Making of the U.S. Foreign Policy, chapter 8 (Japan and Southeast Asia)*

Lesson 18: The United States and the Chinese Civil War

- Li, chapter 4.
- Michael Dillon, China: Modern History, pp. 248-255.
- Lloyd E. Eastman, Seeds of Destruction, pp. 158-173*
- Odd Arne Westad, Decisive Encounters*

Lesson 19: Korean War and the Sino-US Conflict

- Li, chapter 6;
- Zihua Shen, Mao, Stalin, and the Korean War (NY: Routledge, 2012) chapter 6.*
- Peter N. Farrar, "Britain's Proposal for a Buffer Zone South of the Yalu in November 1950: Was It a Neglected Opportunity to End the Fighting in Korea?," Journal of Contemporary History, 18: 2 (April 1983), pp. 327-51.

Lesson 20: The United States and Taiwan, Japan, and Korea under San Francisco system

- LaFeber, chapter X, pp. 296-314;
- Victor Cha, "Power Play: Origins of the U.S. Alliance System in Asia," International Security, 34: 3 (winter 2009), pp. 158-96.*
- Yasuhiro Izumikawa, "Network Connections and the Emergence of the hub-and-Spokes Alliance System in East Asia," International Security, 45: 2 (Fall, 2020), pp. 13-44 FREE Download via internet search with author and title.

Lesson 21: Japan-Russian normalization in 1956 and aftermath

- Sakamoto Kazuya "Conditions of an Independent State: Japanese Diplomacy in the 1950s"*

-Sandra Wilson, "The Shifting Politics of Guilt: The Campaign for the Release of Japanese War Criminals," in Barak Kushner, Dismantling of Japanese Empire, Kimie Hara, on San Francisco System, etc.), pp. 87-106.

Lesson 22: Taiwan Strait Crises and the US response in the 1950

-Li, chapter 5, pp. 124-132.

-Reading about more recent examples in the 1990s, TBA

Lesson 23: US-Japanese Alliance; Japanese-Korean diplomatic normalization in 1965

-LaFeber, pp. 314-24.

-Chongsik Lee, Japan and Korea, pp. 20-55*

Lesson 24: The US and Korean Intervention to Vietnam

-James C. Thompson Jr. "How Vietnam Could Happen? An Autopsy," The Atlantic Magazine, April 1969

-Geroge Herring, America's Longest War (McGraw Hill, 1996), chapter 4*

-Sheila Miyoshi Jagar, Brothers at War (Proflie Books, 2013), pp. 328-51.

Lesson 25: The Sino-Soviet Split

-Li, chapter 9, pp. 149-151.

-John Garver, "Period of Sino-American Cooperation" (chapter 3), in Garver, Foreign Relations of the PRC, pp. 70-74.*

Lesson 26: The Sino-US Rapprochement; Sino-Japanese Normalization

-Li, chapter, 10, - LaFeber, chapter XI (pp. 348-58)

-John Garver, "Period of Sino-American Cooperation" (chapter 3), in Garver, Foreign Relations of the PRC, pp. 75-94.*

-Ryosei Kokubun, et. al, Japan-China Relations in the Modern Era (the 1970s), chapter 3.

-Nakanishi Hiroshi, 'Overcoming the Crises: Japanese Diplomacy in the 1970s,' in Iokibe Makoto ed, The Diplomatic History of Postwar Japan (Routledge 2011), Chapter 4.*

Lesson 27: The Decline of Détente and the End of Cold War in Asia

-LaFeber, chapter, XII,

-Li, chapter 11, 13.

Lesson 28: East Asia in the 21st Century

-Li, Conclusion

-Sehila A. Smith, Intimate Rivals, pp. 237-263 (Japanese domestic politics and a rising China)*

-Thomas Berger, War, Guilt, and World Politics after World War II (Cambridge UP, 2012), pp. 175-189. * (If you can, read up to p. 229), or

-Thomas Berger, "The Construction of Antagonism: History Problem in Japan's Foreign Relations," TBA

Lesson 29: Course Summary; and General Discussion

-LaFeber, conclusion, - Li, pp. 199-203.

-Zeng Wang, Never Forget National Humiliation (Columbia UP, 2014), chapter 9.*

-Andrew Oros, Japanese Security Renaissance (Columbia UP, 2017), chapter 5.

Lesson 30: Review for the Final Examination

-preparation for final exam; no further readings assigned.

Section 3-2 【Textbooks/Reading Materials】

Main Textbooks:

1. Walter LaFeber, The Clash, U.S.-Japanese Relations throughout History (New York: W.W. Norton, 1998)

* **Alternative textbook:** If you wish to focus on U.S.-China relations, please purchase, -Warren Cohen, America's Response to China: A History of Sino-American Relations (Columbia UP, 2019) and read consistently.

-Iokibe Makoto and Toshi Minohara, History of US-Japan Relations: From Perry to the Present (Palgrave Macmillan, 2018)

-2. Xiaobing Li, The Cold War in East Asia (New York: Routledge, 2017)

Alternative Textbook and/ or Supplementary Reference Book

-Warren Cohen, America's Response to China: A History of Sino-American Relations (New York: Columbia UP, 2010 or other editions

-Akira Iriye, Japan and the Wider World: From the Mid-Nineteenth Century to the Present (Routledge or Longman, 1997)

Section 4 【Learning Assessments/Grading Rubric】

Mid-term Exam (30 %)

Final Exam (40 %)

Short Essay: Report on primary source reading (10%) about 300-500 words;

Class participation: attendance, participation in discussion, mini-presentation, etc. (20 %)

Section 5 【Additional Information】

Each class will include lecture (about one hour) and inter-active seminar (about 20 minutes). Students are expected to make active participation in seminar discussion and will be assigned to make individual or group presentations, drawing on further reading and research.

Contemporary International History and Politics of Northeast Asia

Instructor	Dr. Seung-young Kim
Office/Building	2412
Office Hours	TBA during the first week of teaching

Section 1 【Course Outline / Description】

This course examines international history and politics of Northeast Asia since 1969, utilizing both historical and theory-driven analysis. After introducing essential theories of foreign policy and historical background, it analyzes foreign policies of two Koreas, the United States, Japan, China, and Russia in Northeast Asia. The course maintains particular focus on these countries' policies to deal with developments surrounding the Korean peninsula, while considering their efforts to address broader changes in East Asia including Taiwan question. While examining related countries' diplomacy and strategy toward Northeast Asia, this course also addresses general trends of their foreign policies with a view to nurture comparative perspective on foreign policy and diplomacy.

Section 2 【Course Objectives/Goals/Learning Outcomes】

Course Objective

After taking this course, students can

- acquire knowledge about recent history of diplomacy in Northeast Asia since 1969
- acquire an understanding about the interactions among major powers in Northeast Asia
- understand various sources of foreign policy: leadership style and beliefs of decision-makers, domestic political context, and international environment.
- develop knowledge about theoretical frameworks to analyze foreign policy.
- understand the role of culture and identity as shaping forces of international history and foreign policy.
- analyze the process of diplomacy and decision-making.

Furthermore, this course is designed to help students:

- Develop critical thinking, learning and communication skills.
- Develop skills in identifying, accessing, and evaluating various sources of information.
- Present arguments through written and oral presentations based on research.
- Promote intellectual curiosity and life-long learning on international relations and diplomacy of East Asian countries and the United States.

Section 3-1 【Class Schedule/Class Environment, Literature and Materials】

Reading for Each Lesson (Japanese reading are recommended only for Japanese students.)

* Essential readings are marked with * (star mark)

*most of journal articles can be accessed via www.JSTOR.org (via on-campus computers) except volumes published in recent years.

Lesson 1: Course Introduction

-Thomas Berger, "Set for Stability? Prospects for Conflict and Cooperation in East Asia," Review of International Studies, vol. 26, no. 3. (July 2000), pp. 405-28.*

Lesson 2: Theories of International Relations I: Realism to neo-classical realism

-Karen A. Mingst, Essentials of International Relations (Norton, 2017), pp. 71-83.*

-Stephen Walt, "One World Many Theories," Foreign Policy (Spring, 1998), pp. 29-46

Gideon Rose, "Review: Neoclassical Realism and Theories of Foreign Policy," World Politics, 51; 1 (Oct., 1998), pp. 144-172.

-浅川公紀 (Asakawa Koki), 国際政治の構造と展開 (2014), chapter 1. (15-44)

Lesson 3: Theories of International Relations II: Liberal and Constructivist theories

-Karen A. Mingst, Essentials of International Relations (Norton, 2017), pp. 83-89, 92-97.*

-Stephen Walt, "One World and Many Theories," Foreign Policy (Spring 1998), pp. 29-46.

-Ted Hopf, "The Promise of Constructivism in International Relations Theory," International Security, 23;1 (Summer 1998) *

-Michael Desch, "Culture Clash: Assessing the Importance of Ideas in Security Study," International Security, 23, 1 (summer 1998), 141-170

Lesson 4: Diplomacy and Policy Engineering (History and Policy)

-Hans J. Morgenthau, "Future of Diplomacy," in Robert Jervis ed., International Politics (2005), pp. 104-113.

-Thomas Otte, "Diplomatic Theory from Machiavelli to Kissinger," TBA

-Philip Zelikow, "Foreign Policy Engineering," International Security, 18; 4 (Spring, 1994), pp. 143-171 *

-浅川公紀, 国際政治の構造と展開 (2014), pp. 214-231.

Lesson 5: Leaders and their beliefs (with examples of Theodore Roosevelt, and Woodrow

Wilson, and Truman)

- Joseph Grieco and John Ikenberry, Introduction to International Relations, chapter 4 (Analysis of Foreign Policy), pp. 113-14, 126-29. *
- Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men: Bringing the Statesman Back In," International Security, 25; 4 (Spring, 2001), pp. 107-146
- 浅川公紀, 国際政治の構造と展開 (2014), pp. 232-240.
- Seung-young Kim, American Diplomacy and Strategy toward Korea and Northeast Asia (New York: Palgrave Macmillan, 2009), pp. 27-42.
- Erez Manela, The Wilsonian Moment (Oxford UP, 2007) [on Korean situation], pp. 119-135

Lesson 6: Domestic Sources of Foreign Policy: Bureaucratic Politics, Interest Groups, and Public Opinion (Examples from imperial Germany and Japan, and Cuban Missile Crisis)

- Grieco and Ikenberry, Introduction to International Relations, pp. 114-25, 129-136.
- *
- Fareed Zakaria, "Domestic Politics" International Security, 17; 1 (Summer, 1992), pp. 177-198. (Read, pp 181-83 in particular)
- Stephen D. Krasner, "Are Bureaucracies Important? (Or Allison Wonderland)," Foreign Policy, No. 7 (Summer, 1972), pp. 159-179. * (Read 162-64 in particular*)
- Piers Robinson, "The Role of Media and Public Opinion," Foreign Policy: Theory, Actors, Cases (Oxford UP, 2008), pp. 137-53. *
- Louise Young, "Imagined Empire," The Cultural Construction of Manchukuo, in Peter Duus ed, The Japanese Wartime Empire (Princeton UP, 1996), pp. 71-96.
- 浅川公紀, 国際政治の構造と展開 (2014), pp. 241-253.
- 花井 等, 新外交政策論(1998), pp. 88-109. (on role of public opinion)

Lesson 7: Historical context: Modern Korea and two Koreas in World Politics since 1945

- Chae-Jin Lee, Troubled Peace, pp. 9-52 *
- Seung-young Kim, American Diplomacy and Strategy toward Korea and Northeast Asia (Palgrave Macmillan, 2009), pp. 136-43.

Lesson 8: Two Koreas and their neighbors in the 1960s

- Lee, pp. 52-63. *
- Iokibe Makoto, Diplomatic History of Postwar Japan, pp. 90-96.
- Seung-young Kim, Book Review on Tyranny of the Weak: North Korea and the World, 1950-1992 (Ithaca and London: Cornell University Press, 2013), by Charles

K. Armstrong, Pacific Affairs (December, 2014)

-Byung Chul Koh, "Policy Toward Reunification," in Youngnok Koo and Sung-joo Han, eds, The Foreign Policy of the Republic of Korea (New York: Columbia UP, 1985)

Lesson 9: Japanese foreign policy during early cold war (Yoshida, Hatoyama, and Kishi cabinets)

-Iokibe, Diplomatic History of Postwar Japan, chapters 2 *

-Hirata K., Japan as Reactive State: Applying the case of Japan-Vietnam Relations," Japanese Studies, 18: 2 (1998), TBA (draft paper available via internet, FREE)

Lesson 10: Nixon Doctrine and Okinawa Reversion (Sato Cabinet)

-Lee, pp. 64-69. *

-Iokibe, Diplomatic History of Postwar Japan, Chapter 3.*

- Glenn H. Snyder, "The Security Dilemma in Alliance Politics," World Politics, 36; 4 (Jul., 1984), pp. 461-495.

Lesson 11: South Korea's Pursuit of nuclear weapons and inter-Korean Dialogue

-Lee, pp. 70-75, 95-98.

-S-Y Kim, "Security, Nationalism, and the Pursuit of Nuclear Weapons and Missiles: South Korean Case, 1970-1982," Diplomacy & Statecraft, 12: 4 (December, 2001), pp. 53-80. *

-Lyoung Choi, "The first nuclear crisis in the Korean Peninsula, 1975-76," Cold War History (April 2013), pp. 71-90.

Lesson 12: The Sino-US Rapprochement and Japanese policy toward Korea and China (Tanaka cabinet)

-S-Y Kim, "Japanese Diplomacy towards Korea in Multipolarity: History and Trend," Cambridge Review of International Affairs (March 2007), pp. 159-178.*

-Iokibe, Diplomatic History of Postwar Japan, Chapter 4.

-Robert Hoppens, The China Problem in Postwar Japan (Bloomsbury, 2015), pp. 111-126.

-Mori Kazuko, Nitchu Hyoryu, chapters, 1 ,2. (*Japanese reading*)

Lesson 13: Miki Takeo and Korean Question; Japan's Independent Diplomacy

-Lee, pp. 75-95.

-S-Y Kim, "Miki Takeo's Initiative on the Korean Question and the US-Japanese Diplomacy, 1974-76," Journal of American-East Asian Relations, 20:4 (December

2013), pp. 377-405. *

-Iokibe, The Diplomatic History of Postwar Japan, chapter 4.

-Robert Hoppens, The China Problem in Postwar Japan, pp. 171-198 (cptr 7: from Peace Treaty to Economic Cooperation)

Lesson 14: Carter administration and Korea and China question

-Lee, pp. 81-95, 98-111. *

-S-Y Kim, "Balancing Security Interest and 'Mission' to Spread Democracy: American Diplomacy toward South Korea from 1969 until Today," in Robert Wampler, ed., Trilateralism and Beyond: Great Power Politics and the Korean Security Dilemma (Kent, Ohio: Kent State University Press, 2012), pp.50-87 (Read the first half).

-Lyoung Choi, "Human Rights, Popular Protest, and Jimmy Carter's Plan to Withdraw U.S. Troops from South Korea," Diplomatic History, 41: 5 (November 2017), pp. 933-958.

Lesson 15: Review for the mid-term exam

Preparation for mid-term exam; No further readings assigned.

Lesson 16: Mid-term exam and Feedback: In class exam based on your study until Lesson 14.

Lesson 17: The US & Japanese approaches toward Korea in the 1980s: security interests, democratization, and history issues.

-Lee, pp. 112-129.*

-Iokibe, The Diplomatic History of Postwar Japan, chapter 5.

-S-Y Kim, "Balancing Security Interest and 'Mission' to Spread Democracy," (Read the second half).

- Hong N. Kim, "Japanese-Korean Relations in the 1980s," Asian Survey, 27; 5 (May 1987), pp. 497-514. *

Lesson 18: South Korea's Nord Politik and Japan-North Korean negotiations

-Lee, pp. 129-157. *

- Linus Hagström and Marie Söderberg, "Taking Japan-North Korea Relations Seriously: Rationale and Background," Pacific Affairs, 79: 3, (Fall, 2006), pp. 373-385, via JSTOR.org.

-Iokibe, Diplomatic History of Postwar Japan, chapter 6 (this chapter is useful until the last week.)

-Chae-Jin Lee, China and Korea: Dynamic Relations (Hoover Institution Press, 1996), TBA

- Jaehan Hwang and Lyong Choi, "Re-thinking normalization between the ROK and the PRC in the early 1990s," Cold War History, 15: 4 (2015)

Lesson 19: North Korean nuclear inspection crisis and Japan-North Korean relations (NKNR I)

- Lee, pp. 158-195.*
- Yoshihide Soeya, "A 'Normal' Middle Power," Japan as a 'Normal Country'?: A Nation in Search of its Place in the World (University of Toronto Press, 2011), chapter 3.
- Hans M. Kristensen & Robert S. Norris, "A history of US nuclear weapons in South Korea," Bulletin of the Atomic Scientists, 73:6 (2017), 349-357, available FREE at <https://www.tandfonline.com/doi/pdf/10.1080/00963402.2017.1388656?needAccess=true>

Lesson 20: China –Taiwan relations in the 1990s

- Richard C. Bush, "Taiwan Policy Making since Tiananmun," in Bush, At Cross Purpose (NY: ME Sharpe, 2004), chapter 7. *
- Michael Yahuda, International Politics of the Asia-Pacific, 4th edition (2019), pp. 139-152.
- Mori Kazuko, Nitchuhyoryu, chapter 8 (on China's use of force) [*Japanese reading*]

Lesson 21: Sunshine Engagement Policy and tension in the US-South Korean relations (Public Opinion)

- Lee, pp. 195-209, 256-74. *
- Gi-Wook Shin and Hilary Jan Izatt, "Anti-American and Anti-Alliance Sentiments in South Korea," Asian Survey,* 51; 6 (Nov/ Dec. 2011), pp. 1113-33, (Asian Survey journal, available via www.JSTOR.org on campus computers).
- Thomas Risse-Kappen, "Public Opinion, Domestic Structure and Foreign Policy in Liberal Democracies," World Politics vol. 43, 1991, pp. 479-512.
- Hanai Hitoshi, *Shin Gaikousesakuron*, pp. 88-109. -花井 等, 新外交政策論(1998), pp. 88-109 (*Sum of western theories on public opinion and foreign policy). This will be used during Lesson 22 as well.
- Scott A. Snyder, South Korea at the Crossroads (Columbia UP, 2018), pp. 83-113.

Lesson 22: The Six Party Talks and North Korea; Human Security (NKNR II)

- Lee, pp. 210-256.*
- John S. Park, 'Inside Multilateralism: The Six Party Talks', Washington Quarterly, 28:4 (Autumn 2005), pp. 75-91.

- Meredith Woo-Cumings, "The Political Ecology of Famine: The North Korean Catastrophe and Its Lessons," ADB Institute Research Paper 31 (January 2002), ADB Institute Tokyo, available FREE via google search. * Human

Security vs Traditional Security

- Scott Snyder, South Korea at the Crossroads, chapter 5. (Roh Moo-hyun's Balancer policy)*

-Hazel Smith, "Bad, mad, sad or rational actor? Why the 'securitization' paradigm makes for poor policy analysis of north Korea" *International Affairs*, Jul., 2000, Vol. 76, No. 3 (Jul., 2000), pp. 593-617

- Leszek Buszynski, Negotiating with North Korea (Routledge, 2015), chapters 3, (4).

-UNSC Resolution 2397 (2017),
<https://www.un.org/press/en/2017/sc13141.doc.htm>

Lesson 23: Chinese Foreign Relations amid its Ascendance and its Impacts

- John Garver, China's Quest, chapter 26 (Reassuring and Unnerving Neighbors: Japan), pp. 705-733.*
- Alexander Lukin, China and Russia (Polity, 2018), pp. 78-95.
- Jae-ho Chung, "East Asia Responds to the Rise of China," Pacific Affairs, 82: 4 (2009/2010), pp. 173-92.
- Mike M. Mochizuki, "Dealing with Rising China," Mochizuki et al, Japan in International Politics (Boulder: Lynne Rienner, 2007), chapter 11.
- Mori Kazuko, Nitsuhoryu, chapter 3 (Rise of anti-Japan feeling in China) [Japanese reading]

Lesson 24: Debates about Spread of Nuclear Weapons (History, Theory, & Policy): Deterrence and Defense

-Scott D. Sagan and Kenneth N. Waltz. The Spread of Nuclear Weapons: A Debate Renewed (New York: W.W. Norton, 2002, or 2012 editions), pp. 46-89, 188-195*

- Scott Sagan, "Why Do States Build Nuclear Weapons?," International Security, 21: 3 (winter, 1996/97)

-Leszek Buszynski, Negotiating with North Korea (Routledge, 2015), **conclusion***

-Toby Dalton, "Nuclear Nonproliferation After the Russia-Ukraine War," *Georgetown Journal of International Affairs*, published: April 8, 2022,

<https://gjia.georgetown.edu/2022/04/08/nuclear-nonproliferation-after-the-russia-ukraine-war/>

-about Iran Nuclear issue, see, <https://www.csis.org/analysis/continuing-duel-iran-containment-deterrence-and-iranian-arms-control-agreement>

Lesson 25: US Foreign Policy and East Asia since the End of the Cold War

Eric Heginbotham and Christopher P. Twomey, "America's Bismarckian Asia Policy," Current History, 104; 683 (September 2005), pp. 243-250

-Barry Posen, Restraint: A new Foundation for U.S. Grand Strategy (Cornell UP, 2014), pp. 87-128.*

-Barry Posen, "'Pullback' The Case for a Less Activist Foreign Policy," Foreign Affairs (January/February 2013) [Free to check from internet with title search.]

-US Department of Defense, Indo Pacific Strategy Report, <https://media.defense.gov/2019/Jul/01/2002152311/-1/-1/1/DEPARTMENT-OF-DEFENSE-INDO-PACIFIC-STRATEGY-REPORT-2019.PDF>

-S-Y Kim, "American Elites' Strategic Thinking toward Korea," Diplomacy and Statecraft (2001), to be mounted to Blackboard.

- Victor D. Cha, "Collective Resilience: Deterring China's Weaponization of Economic Interdependence," International Security, 48; 1 (summer 2023), pp. 91-124.

Lesson 26: Japan and Two Koreas in the 21st C (Koizumi's visits to North Korea & issues in ROK-Japan relations)

Japan-North Korean relations since Koizumi cabinet

-Hong Nack Kim, "The Koizumi Government and the Politics of Normalizing Japanese-North Korean Relations," East-West Center Working Papers, no. 14 (Feb. 2006) via: <http://www.eastwestcenter.org/sites/default/files/private/PSwp014.pdf>

*

-Tomohito Shinoda, Koizumi Diplomacy (University of Washington Press, 2007), chapter 3 (The Rise of Kantei)

-John Swenson-Wright, "The Limit of 'Normalcy': Japanese-Korean Post-Cold War Interactions," Yoshihide Soeya, et al, Japan as a 'Normal Country'? (University of Toronto Press, 2011), chapter 6.

Cooperation and Tension in Japan-South Korean relations

-Keven J. Cooney and Alex Scarbrough, "Japan and South Korea: Can These Two Nations Work Together?," Asian Affairs, 35; 3 (Fall, 2008), pp. 173-92. or

-Gilbert Roseman and Shinhwa Lee, "Unraveling the Japan-South Korea "Virtual Alliance,"" Asian Survey, 46: 5 (Sep/ Oct 2006), pp. 761-84. *

-宮城 大蔵, 現代日本外交史 - 冷戦後の模索、首相たちの決断 (中公新書, 2016), read relevant pages.

Lesson 27: Territorial Disputes in East Asia and Memories of History (group presentations)

-Thomas Berger, "The Politics of Memory in Japanese Foreign Relations," Mochizuki et al, *Japan in International Politics* (Boulder: Lynne Rienner, 2007). Chapter 9. *

- Yongwook Ryu, "The Yasukuni Controversy," Asian Survey,* 47; 5 (Sep. Oct. 2007), 705-26.

Jae Ho Chung, "China's "Soft" Clash with South Korea: The History War and Beyond," Asian Survey,* 49: 3 (May/June 2009), pp. 468-483.

-Carmen M. Argibay, "Sexual Slavery and the Comfort Women of World War II," Berkeley Journal of International Law, 21;2 (2003), FREE download from internet.

-Patrick Hein, "Unresolved Comfort Women Issue," Korean Journal of International Studies, 14: 3 (Dec. 2016), FREE download from internet.

-Mori Kazuko, Nitsuhoryu, chapter 5 (on territorial dispute, between China and Japan)

-宮城 大蔵, 現代日本外交史 - 冷戦後の模索、首相たちの決断 (中公新書, 2016), read relevant pages.

-Richard McGregor, Asia's Reckoning, Chapter 12 (China lays down the law), chapter 13 (Nationalization)

Lesson 28: Coping with Ascent China

-Graham Allison, "The Thucydides Trap: Are the U.S. and China Headed for War?" The Atlantic (September 24, 2015).*

-Michael Yahuda, The International Politics of the Asia-Pacific (Routledge, 2019), pp. 160-183.*

- Zheng Wang, Never Forget National Humiliation: Historical Memory in Chinese Politics and Foreign Relations (Columbia UP, 2012), conclusion

Leszek Buszynski, "Russia and North Korea: Dilemmas and Interests," Asian Survey, 49:5 (September/October 2009), pp. 809-830.

Eric Heginbotham, "The Foreign Policy Essay: China's ADIZ in the East China Sea,"

Lawfare (Sep. 2014) <http://www.lawfareblog.com/2014/08/the-foreign-policy-essay-chinas-adiz-in-the-east-china-sea/>

Chong-pin Lin, "Behind Rising East Asian Maritime Tensions with China: Struggle without Breaking," Asian Survey, 55: 3 (May/ June 2015), pp. 478-501.

Christopher Yung, "The PLA Lobby and its Influence over China's Maritime Sovereignty," in Phillip C. Saunders and Andrew Scobell, PLA Influence on China's National Security Policymaking (Stanford UP, 2015), pp. 274-99.

Taylor Fravel, "China's Potential Lessons from Ukraine for Conflict over Taiwan," The Washington Quarterly, 46; 3 (2023), pp. 7-25 [Open Access: Freely available via internet]

-Mori Kazuko, Nitsu Hyouryu, (Chapter 9 and final chapter)

-宮城 大蔵, 現代日本外交史 - 冷戦後の模索、首相たちの決断 (中公新書, 2016), read relevant pages.

Lesson 29: Dealing with nuclear armed North Korea: Moon Jae-in-Trump presidencies and Yoon Sok-ryul-Biden presidencies.

-Jung H. Pak, "The good, the bad, and the ugly at the US-North Korea summit in Hanoi," Brookings paper series, (Monday, March 4, 2019) <https://www.brookings.edu/blog/order-from-chaos/2019/03/04/the-good-the-bad-and-the-ugly-at-the-us-north-korea-summit-in-hanoi/> and <https://www.brookings.edu/blog/order-from-chaos/2019/03/05/key-takeaways-from-the-second-summit-between-president-trump-and-kim-jong-un/>

-Papers presented at Brookings Seminar (Dec 7 2022) on "South Korean foreign policy in the Indo-Pacific," <https://www.brookings.edu/topic/north-korea/>

-Bruce Klinger, "ASSESSING THREATS TO U.S. VITAL INTERESTS: North Korea," (Oct 18, 2022), <https://www.heritage.org/military-strength/assessing-threats-us-vital-interests/north-korea>

-Scott A. Snyder, South Korea at the Crossroads (Columbia UP, 2018), chapter 9 (Korea between the US and China), Epilogue.

-Min-hyung Kim, "Is Non-Nuclearization Sustainable? Explaining South Korea's Strategic Choices," Washington Quarterly, 46; 2 (2023), pp. 127-140.

-Elbridge Colby, The Strategy of Denial: American Defense in an Age of Great Power Conflict

(Yale UP, 2021), Chapter 11 (Implications)

Lesson 30: Japanese Diplomacy in Asia: Review for the Final Exam

-Andrew L. Oros, Japan's Security Renaissance, chapter 5 (New Security Policies under Abe Shinzo 2012-2016).

-Sheila A. Smith, Japan Rearmed (Harvard UP, 2019), Conclusion.*

- Eric Heginbotham, Samuel Leiter & Richard J. Samuels, "Pushing on an Open Door: Japan's Evolutionary Security Posture," Washington Quarterly, 46; 2 (2023), pp. 47-67. [Open Access, Freely available via internet]

Section 3-2 【Textbooks/Reading Materials】

-Chae-Jin Lee, A Troubled Peace: U.S. Policy and the Two Koreas (Johns Hopkins University, 2006)

-Mokoto Iokibe, ed, The Diplomatic History of Postwar Japan (New York: Routledge, 2011).

Section 4 【Learning Assessments/Grading Rubric】

-Midterm exam: 30%

-Short essay: 10% (due within three weeks after mid-term exam) [either on theoretical issues or a primary-source search exercise]

-Participation (attendance, presentation, and discussion): 20%

-Final Exam: 40 %

Section 5 【Additional Information】

This course expects and requires active participation by students through discussions and presentations. Your participation is mandatory and reflected in the final grade. It would be easier if you have taken some relevant courses on international relations before taking this course; but it is not a prerequisite for this course.

Pathways to Peace: Case Studies from the East (ASP)

Spring 2025

Theories and Insights into the Causes of Violence

Mark S. Cogan

Associate Professor of Peace and Conflict Studies

Office: 601 (Nakamiya Campus)

Office Hours: 10:45am-12:15pm Tuesday & Thursday

E-mail: mscogan@kansai.ac.jp

Class Date/Period: 9:00-10:30 am, Tuesday & Thursday

Classroom(s): TBD

Course Description:

A renowned peace scholar once said that peace is the absence of violence. Global conflicts are replete with all forms of direct and indirect violence, leaving conflict practitioners with limited options to stem hostilities. This course combines academic theories with practical analytical tools used by field practitioners to stem the flow of hostilities in conflict prone areas. This course consists of three parts. First, we will begin with a range of theoretical approaches to peace and conflict studies, all of which explore the nature of violence and chart opportunities for interventions and creating sustainable foundations for peace. Second, this course profiles conflicts both past and present, through three case studies: Sri Lanka's protracted civil war between 1982 and 2006, the current conflict in post-coup Myanmar, and the lingering conflict in Mindanao (Philippines). The final section of the course profiles tangible contributors to peace, through peace or solutions-oriented journalism or the efforts of non-state actors in the promotion of non-violent approaches.

Learning Assessment/Course Rubric:

Class Participation:	15%
Discussion Participation:	15%
Peace/Violence Writing Assignment:	10%
Group Presentations:	30%
Final Exam:	30%

Class Participation (15%): You get points just for showing up, but you can lose them very quickly. All absences must be approved in advance or excused by valid medical or personal reason.

Discussion Participation (15%): There will be class discussions of different types, each with similar objectives. Your knowledge and mastery of the conflict tools is critical to this part of your grade.

Peace/Violence Writing Assignment (10%): Early in the semester, there will be a writing assignment designed to assess your comprehension of the concepts of peace and violence. Keeping up-to-date with all course readings will be key to your success.

Group Presentations (30%): You will be divided into small groups. Each group will give a 40-50 minute presentation on a conflict of their choice in broader Asia. Your task is to give the class a detailed examination of the country you selected, using at least two of the analytical tools discussed in class. Your task is to accurately map and provide constructive analysis of the conflict situation you have chosen. Audio-visual/multimedia presentations are strongly encouraged. All topics must be approved in advance. Each group must provide an outline of their presentation for approval. Working together outside of class is essential to your success.

Final Exam (30%): The final exam will feature two (2) short-answer essay questions over required readings, class lectures, and discussions. The exam is cumulative. The exam should take you no longer than the length of a class period to complete.

United Nations and Contemporary Global Issues

Section 1

Instructor	Kazuo Fukuda
Office/Building	3321 (Center for International Education)
Office Hours	By Appointment
Contacts (E-mail)	kfukuda@kansai.ac.jp

【Course Outline / Description】

The United Nations was officially established in October 1945 (when the UN Charter entered into force) in the immediate aftermath of World War II. As stipulated in Article 1 of the UN Charter, the three primary aims of this intergovernmental organization are to “maintain international peace and security,” “develop friendly relations among nations,” and “achieve international co-operation.” At its founding, the United Nations had 51 member states. Today its membership is extended to 193 member states, incorporating almost all existing states in the world into this international community. As we will see in this course, the United Nations is a massive entity composed of six principal organs and a multitude of specialized agencies, funds, and programs whilst also working closely with national governments, non-governmental organizations, and other international organizations.

As a former international civil servant working for the largest development aid agency within the UN system (i.e., United Nations Development Programme), the instructor will strive to make this course as concrete and interactive as possible to unpack the complexity of this intergovernmental organization. The course will see the United Nations as an international entity that holds three important roles in world politics, corresponding to the three primary aims mentioned above. Through assigned readings, in-class discussions, and conversations with UN officials, this course aims to critically evaluate the effectiveness of the United Nations in its three roles and propose ways to improve them.

Key research questions anchoring this course include (but are certainly not limited to): What is the United Nations in the first place? What are its mandates and expected roles in the world? How has the United Nations lived up to its expectations? What are the major contemporary global issues, and can the United Nations address (and has it addressed) them properly? How relevant and effective is it in today’s world? How can it stay relevant and effective in the future?

Section 2

【Course Objectives/Goals/Learning Outcomes】

This course is designed to help students attain the following learning outcomes:

1. Understand the essence of global engagement as well as the United Nations system, mandates, and functions
2. Understand contemporary global challenges and issues in the world
3. Understand where the United Nations stands on and how it has addressed (and how it can address) those challenges and issues in the world
4. Critically evaluate strengths and weaknesses of the United Nations vis-à-vis contemporary global issues
5. Develop critical thinking skills through coursework and class discussions on the

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- dynamics of the United Nations
6. Link theoretical and empirical studies and apply analytical tools to areas of students' interests
 7. Sharpen analytical, presentation, and writing skills with focus on problem-solving at the United Nations

Section 3

【Textbooks/Reading Materials】

All readings will be made available on Blackboard (hence no need to purchase any readings materials for this course). Readings will be assigned for each week. Students are required to keep up with a full schedule of readings. Reading assignments will be the basis for informed classroom discussions. Students are thus expected to answer questions about the readings when called upon to do so in class. Failure to demonstrate the understanding of readings could affect students' participation grade.

【Class Schedule/Class Environment, Literature and Materials】

NOTE 1: A more detailed syllabus will be shared with students later. As such, please keep in mind that the course schedule below is subject to change, including assigned readings.

NOTE 2: In each session, we will start with a small presentation by a student on the United Nations system.

Lesson	Topics	Readings
1	Course Introduction	<ul style="list-style-type: none">- Please make sure to read the detailed syllabus carefully before the class!- Browse through the United Nation's website, including the Overview of Six Principal Organs and UN system (UN system chart might be also useful)
2	What Are International Organizations?	<ul style="list-style-type: none">- Kelly-Kate S. Pease. International Organizations: Perspectives on Global Governance. Chapters 1&2. Sixth Edition (2018). Routledge.
3	History of United Nations: Origins	<ul style="list-style-type: none">- Karen A. Mingst, Margaret P. Karns, and Alynna J. Lyon. Ch. 2: The Evolution of the United Nations Systems.- Thomas G. Weiss and Sam Daws. Ch. 2: Origins of the United Nations.- Alexandru Grigorescu. Mapping the UN – League of Nations Analogy: Are There Still Lessons to Be Learned from the League? Global Governance Vol. 11, No. 1 (2010).
4	History of United Nations: United Nations in Contemporary Context	<ul style="list-style-type: none">- Karen A. Mingst, Margaret P. Karns, and Alynna J. Lyon. Ch. 1: The United Nations in World Politics.- Thomas G. Weiss and Sam Daws. Ch. 1: The United Nations: Continuity and Change.- Donald J. Puchala, Katie Verlin Laatikainen, and Roger A. Coate. United Nations Politics: International Organization in a Divided World. Ch. 1: The United Nations at the Turn of the Twenty-First Century AND Ch. 4: The United Nations: The Last Bastion of

		Sovereignty?. 2015. Routledge.
5	<p>United Nations as an Institution:</p> <p>United Nations Charter and Group Presentations “Your Own UN Charter”</p>	<ul style="list-style-type: none"> - United Nations Charter - United Nations. Basic Facts about the United Nations. 42nd Edition (2017). Ch. 1: UN Charter, Structure and System: P. 1-5. - Michael W. Doyle. The UN Charter: A Global Constitution? In Charter of the United Nations (Ian Shapiro and Joseph Lampert, eds.). 2014. Yale University Press. - Stephen Schlesinger. Has the UN Lived Up to Its Charter? In Charter of the United Nations (Ian Shapiro and Joseph Lampert, eds.). 2014. Yale University Press. - Edward C. Luck. Change and the United Nations Charter. In Charter of the United Nations (Ian Shapiro and Joseph Lampert, eds.). 2014. Yale University Press.
6	<p>United Nations as an Institution:</p> <p>Overview of Six Principal Organs and UN Organizations</p>	<ul style="list-style-type: none"> - United Nations. Basic Facts about the United Nations. 42nd Edition (2017). Ch. 1: UN Charter, Structure and System: P. 5-57. - Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles. International Organizations: The Politics and Processes of Global Governance. Ch. 4: The United Nations: Centerpiece of Global Governance. Third Edition (2015). Lynne Rienner Publishers. - Karen A. Mingst, Margaret P. Karns, and Alynna J. Lyon. Ch. 2: The Evolution of the United Nations Systems, P. 22-37.
7	<p>UN Role No. 1: Maintaining Peace and Security</p> <p>Overview</p>	<ul style="list-style-type: none"> - Karen A. Mingst, Margaret P. Karns, and Alynna J. Lyon. Ch. 4: Maintaining International Peace and Security. - Vaughan Lowe, Adam Roberts, Jennifer Welsh, and Dominik Zaum. Introduction. In The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945 (Vaughan Lowe et al., eds.). 2010. Oxford University Press. - United Nations. Basic Facts about the United Nations. 42nd Edition (2017). Ch. 2: International Peace and Security: P. 58-105.
8	<p>UN Role No. 1: Maintaining Peace and Security</p> <p>Security Council</p>	<ul style="list-style-type: none"> - Thomas G. Weiss and Sam Daws. Ch. 7: Security Council. - Edward C. Luck. A Council for All Seasons: The Creation of the Security Council and Its Relevance Today. In The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945 (Vaughan Lowe et al., eds.). 2010. Oxford University Press. - Nico Schrijver and Niels Blokker (eds.). Elected Members of the Security Council: Lame Ducks or Key Players? Introduction. 2020. Brill.
9	<p>UN Role No. 1: Maintaining Peace and Security</p>	<ul style="list-style-type: none"> - Mats Berdal. The Security Council and Peacekeeping. In The United Nations Security Council and War: The Evolution of

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	Peace Operations	<p>Thought and Practice Since 1945 (Vaughan Lowe et al., eds.). 2010. Oxford University Press.</p> <ul style="list-style-type: none"> - James Dobbins. A History of UN Peacekeeping. In Charter of the United Nations (Ian Shapiro and Joseph Lampert, eds.). 2014. Yale University Press. - Thomas G. Weiss and Sam Daws. Ch. 23: Peace Operations.
10	<p>Group Exercise: UN Role No. 1 and Contemporary Global Issues</p> <p>Select a theme that interests your group and present the summary of assigned readings and discussion questions as a group.</p>	<ul style="list-style-type: none"> - Theme 1: Responsibility to Protect <ul style="list-style-type: none"> o Lise Morjé Howard. UN Peacekeeping in Civil Wars. Ch. 1: Introduction: Success, Failure, and Organizational Learning in UN Peacekeeping. o Thomas G. Weiss and Sam Daws. Ch. 25: Humanitarian Intervention and the Responsibility to Protect. o Jennifer Welsh. The Security Council and Humanitarian Intervention. In The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945 (Vaughan Lowe et al., eds.). 2010. Oxford University Press. - Theme 2: Fighting Terrorism <ul style="list-style-type: none"> o Oona A. Hathaway. Fighting the Last War: The United Nations Charter in the Age of the War on Terror. In Charter of the United Nations (Ian Shapiro and Joseph Lampert, eds.). 2014. Yale University Press. o Jane Boulden. The Security Council and Terrorism. In The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945 (Vaughan Lowe et al., eds.). 2010. Oxford University Press. - Theme 3: Establishing UN Standing Forces <ul style="list-style-type: none"> o Adam Roberts. Proposals for UN Standing Forces: A Critical History. In The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945 (Vaughan Lowe et al., eds.). 2010. Oxford University Press. o Alex Morrison. The Theoretical and Practical Feasibility of a United Nations Force. Cornell International Law Journal Vol. 28, No. 3 (1995). o Shibley Telhami. Is a Standing United Nations Army Possible – Or Desirable? Cornell International Law Journal Vol. 28, No. 3 (1995).

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11	Group Exercise: UN Role No. 1 and Contemporary Global Issues Continuing	- Same as above
12	Group Exercise: UN Role No. 1 and Contemporary Global Issues Continuing	- Same as above
13	UN Role No. 2: Developing Friendly Relations Among Nations Overview	- Karen A. Mingst, Margaret P. Karns, and Alynna J. Lyon. Ch. 3: Actors in the United Nations System.
14	UN Role No. 2: Developing Friendly Relations Among Nations Secretary General and Secretariat	<ul style="list-style-type: none"> - Simon Chesterman (ed.). Secretary or General? The UN Secretary-General in World Politics. Introduction, Chs. 1, 2, 4, and 5. - Thomas G. Weiss and Sam Daws. Ch. 11: The Secretariat: Independence and Reform AND Ch. 12: Secretary-General. - Thomas G. Weiss. What's Wrong with the United Nations and How to Fix It. Ch. 8: Reinvigorating the International Civil Service.
15	UN Role No. 2: Developing Friendly Relations Among Nations General Assembly	<ul style="list-style-type: none"> - Thomas G. Weiss and Sam Daws. Ch. 6: General Assembly. - Joseph E. Schwartzberg. Transforming the United Nations System: Designs for a Workable World. Ch. 2: Reform of the General Assembly AND Ch. 3: A World Parliamentary Assembly.
16	UN Role No. 2: Developing Friendly Relations Among Nations Financing	<ul style="list-style-type: none"> - Thomas G. Weiss and Sam Daws. Ch. 13: Financing. - Linda Fasulo. Ch. 18: Paying for It All. - Joseph E. Schwartzberg. Transforming the United Nations System: Designs for a Workable World. Ch. 11: The Problem of Funding.
17	UN Role No. 2: Developing Friendly Relations Among Nations International Court of Justice	<ul style="list-style-type: none"> - Thomas G. Weiss and Sam Daws. Ch. 10: International Court of Justice. - Tom Ginsburg. The Institutional Context of the International Court of Justice. University of Chicago Public Law and Legal Theory Working Paper Series No. 779 (2021). - S. Gozie Ogbodo. An Overview of the Challenges Facing the International Court of Justice in the 21st Century. Annual Survey of International and Comparative Law Vol. 18, No. 1 (2012): 93-113.
18	Group Exercise: UN Role No. 2 and Contemporary Global	- Theme 1: Does an Intergovernmental Organization Work?

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	<p>Issues</p> <p>Select a theme that interests your group and present the summary of assigned readings and discussion questions as a group.</p>	<ul style="list-style-type: none"> ○ Thomas G. Weiss. What's Wrong with the United Nations and How to Fix It. Ch. 4: Overwhelming Bureaucracy and Underwhelming Leadership. 2016. ○ Mark Malloch-Brown. The UN Is an Under-Funded, Bureaucratic Labyrinth – and a Force for Good in the World. 2015. The Telegraph. ○ Linda Fasulo. Ch. 18: Paying for It All. - Theme 2: Who Leads the World? <ul style="list-style-type: none"> ○ Simon Chesterman (ed.). Secretary or General? The UN Secretary-General in World Politics. Introduction, Chs. 8-12. ○ Donald J. Puchala, Katie Verlin Laatikainen, and Roger A. Coate. United Nations Politics: International Organization in a Divided World. Ch. 5: In Search of Leadership. 2015. Routledge. ○ Thomas G. Weiss, David P. Forsythe, Roger A. Coate, and Kelly-Kate Pease. The United Nations and Changing World Politics. Ch. 5: Confronting Contemporary Challenges. Eighth Edition (2019). <ul style="list-style-type: none"> ▪ Read Only P. 134-137 - Theme 3: How Do We Address UN Politics? <ul style="list-style-type: none"> ○ Thomas G. Weiss. What's Wrong with the United Nations and How to Fix It. Ch. 2: North-South Theater. 2016. ○ Linda Fasulo. Ch. 7: Rubbing Elbows and Egos in the UN Village. ○ Donald J. Puchala, Katie Verlin Laatikainen, and Roger A. Coate. United Nations Politics: International Organization in a Divided World. Ch. 4: The United Nations: The Last Bastion of Sovereignty? 2015. Routledge.
19	<p>Group Exercise: UN Role No. 2 and Contemporary Global Issues</p> <p>Continuing</p>	- Same as above
20	<p>Group Exercise: UN Role No. 2 and Contemporary Global Issues</p> <p>Continuing</p>	- Same as above
21	<p>United Nations Role No. 3 –</p>	- Kelly-Kate S. Pease. International

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	Achieving International Cooperation Overview	Organizations: Perspectives on Global Governance. Ch. 8: Development. - Frieden, Lake, and Schultz. World Politics. Ch. 10: Development: Causes of the Wealth and Poverty of Nations. - Donald J. Puchala, Katie Verlin Laatikainen, and Roger A. Coate. United Nations Politics: International Organization in a Divided World. Ch. 8: Development and Its Discontents. 2016. Routledge.
22	United Nations Role No. 3 – Achieving International Cooperation Economic and Social Council	- Thomas G. Weiss and Sam Daws. Ch. 8: Economic and Social Council. - Stephen Browne. The Future of the UN Development Assistance . Journal of Poverty Alleviation and International Development Vol. 6, No. 2 (2015). - Joseph E. Schwartzberg. Transforming the United Nations System: Designs for a Workable World. Ch. 5: From ECOSOC to ESEC.
23	United Nations Role No. 3 – Achieving International Cooperation Sustainable Development	Overview - Thomas G. Weiss and Sam Daws. Ch. 42: Sustainable Development Goals. - Thomas G. Weiss, David P. Forsythe, Roger A. Coate, and Kelly-Kate Pease. The United Nations and Changing World Politics. Ch. 11: Sustainable Development as Process. Challenges - SDG Report 2023 - UNSG's SDG Stimulus to Deliver Agenda 2030 - “Ideas for Doing Things Differently” by Brookings Institution
24	United Nations Role No. 3 – Achieving International Cooperation Human Rights	Overview - Read the Universal Declaration of Human Rights - Baylis, Smith, and Owens. Globalization of World Politics. Ch. 31: Human Rights. - Donald J. Puchala, Katie Verlin Laatikainen, and Roger A. Coate. United Nations Politics: International Organization in a Divided World. Ch. 6: The Politics of Culture. Effectiveness and Legitimacy - Surya P. Subedi. The Effectiveness of the UN Human Rights System. Ch. 3: Effectiveness of the UN Human Rights Treaty Bodies AND Ch. 4: Effectiveness of the UN Human Rights Council and Its Challenges. Routledge. - Geir Ulfstein. The Human Rights Treaty Bodies and Legitimacy Challenges. In Legitimacy and International Courts (Nienke Grossman, et al., eds.). Cambridge University Press.
25	Group Exercise - United Nations Role No. 3 and Contemporary Global Issues	- Theme 1: United Nations and International Development

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	<p>This group exercise goes over three sessions. Each group is assigned to a research question under each of the three themes below. Each group must (1) <u>pick 2 out of 3 themes</u>, (2) identify and upload 1-2 literature (academic literature preferred but not ruling out materials developed by practitioners, think tanks, and other relevant stakeholders) well in advance for each session (for the rest of the class to read), (3) develop presentation materials for these 2 themes, and (4) facilitate the class discussion centered around the assigned research question.</p>	<ul style="list-style-type: none"> ○ Group 1: Is the United Nations Still Relevant in the International Development Context? ○ Group 2: What Are the Most Urgent Challenges/Issues to Be Addressed in International Development? ○ Group 3: If Not the United Nations, Who Else Can Potentially Step Up and Play a Central Role in International Development? ○ Group 4: What Does the United Nations Need to Do to Make Positive Progress in Implementing SDGs? ○ Group 5: What Can the United Nations Do for Further Development of Developing Countries? ○ Group 6: What Are the Main Challenges Facing the Economic and Social Council? How Would You Go About Addressing Them? - Theme 2: Sustainable Development in Post-SDGs Era <ul style="list-style-type: none"> ○ Group 1: What Should the Post-SDGs Framework of International Development Look Like? Should the International Community Reinvent the Wheel? Or Should It Stick to the SDGs Framework? Or Should It Move Away from the Goal-Oriented Framework? ○ Group 2: What Should the Content of the Framework Look Like? Should It Be SDGs 2.0? Or Should It Introduce New Sets of Development Goals? ○ Group 3: What Are the Main Lessons Learned from SDGs That Should Be Applied to the Post-SDGs Era? ○ Group 4: How Can the International Community Provide Effective and Substantive Assistance for International Development in the Post-SDGs Era? ○ Group 5: How Can the International Community Secure a Strong Sense of Commitment to the Post-SDGs Framework from States? ○ Group 6: What Should the Future United Nations' Development Assistance Look Like in General? - Theme 3: Human Rights <ul style="list-style-type: none"> ○ Group 1: How Would You Assess the Performance of the Global Human Rights Regime? What Are Its Strengths and Weaknesses (Where
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		<p>Has It Done Successfully and Where Has It Not?)? What Does It Need to Improve?</p> <ul style="list-style-type: none"> ○ Group 2: Are Human Rights to Be Applied Universally? Or Should the Local Context Be Taken into Consideration When Implementing Human Rights Obligations? ○ Group 3: What Could Countries with Less Capacity and Resources Do to Implement Their Human Rights Obligations? ○ Group 4: Are Human Rights “a Hollow Promise” to the World? Do States Make Substantive Efforts to Protect and Promote Human Rights? ○ Group 5: What Are the Most Urgent Challenges and Issues Facing the Global Human Rights Regime? How Would You Go About Addressing Them? ○ Group 6: How Should the International Community Help Empower Socially Vulnerable Groups such as Youth, Women, and Minority Communities? How Can It Protect Their Fundamental Rights Effectively and Substantively?
26	<p>Group Exercise - United Nations Role No. 3 and Contemporary Global Issues</p> <p>Continuing</p>	- Same as above
27	<p>Group Exercise - United Nations Role No. 3 and Contemporary Global Issues</p> <p>Continuing</p>	- Same as above
28	Future of the United Nations	<ul style="list-style-type: none"> - United Nations General Assembly Resolution 75/1. Declaration on the Commemoration of the Seventy-Fifth Anniversary of the United Nations (2020). - United Nations. Our Common Agenda – Report of the Secretary General (2021). - Karen A. Mingst, Margaret P. Karns, and Alynna J. Lyon. Ch. 9: Is There a Future for the United Nations? - Thomas G. Weiss and Sam Daws. Part VIII: Looking to the Future (Chs. 43-45).
29	Final Exam Preparation	- No Assigned Readings (But Please Make Sure to Review All Areas Covered in the Semester and Bring Any Questions That You May Have)
30	Wrap-up and Final Exam	- No Assigned Readings (But Please Make Sure to Review All Areas Covered in the Semester)

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	Preparation	and Bring Any Questions That You May Have)
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Section 4

【Learning Assessments/Grading Rubric】

- Participation: 30%
 - o Posting Reflections and Discussion Questions – 15%
 - o Active Participation in the Classroom – 15%
- 1 Small Presentation on the United Nations System: 5%
- Group Paper Project: 45%
 - o Draft – 5%
 - o Complete Draft – 10%
 - o Final Paper – 15%
 - o Group Final Paper Presentation – 15%
- Final Exam: 20%

NOTE: The instructor reserves the right to modify/update the grading criteria and scale during the semester.

Section 5

【Additional Information】

Syllabus

To the extent possible, we will proceed with our class in accordance with the course schedule stated above. Should the needs occur, however, the instructor reserves the right to modify the course syllabus during the semester (including the grading criteria and scale). In such cases, the instructor will strive to inform students of any changes well in advance.

Academic Integrity

You are expected to adhere to the standards upheld by Kansai Gaidai University. Violations of academic integrity include cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you indicate that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from the instructor in advance.

Participation

Students are expected to come to class having completed all the required readings for that day and be ready to discuss and ask questions about them. As indicated in the grade percentage and also as an important course for enhancing students' understanding of global engagement, this class takes students' active participation seriously. In fact, each session is expected to entail extensive class debates on constitution-related challenges and issues at the global level so as to ensure student participation in each class. Keep in mind that quality (not necessarily quantity) and consistency of class participation is the key. In any case, inactive participation in class discussions would certainly impact the participation grade.

In addition to the active participation in the classroom, students are expected to post (1) their personal reflections and (2) questions for class discussion on Blackboard, based on the readings

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assigned for each session. Please bear in mind that this assignment altogether constitutes half of the participation grade (15%). The main objective of this activity is not only to make sure that students keep up with the assigned readings but also to create a forum where they can exchange comments, thoughts, and questions with each other AND ensure lively debates in the classroom. As such, please post them prior to each session (at least by the night before each session).

Positive Learning Environment

As your instructor, one of my primary responsibilities in our classroom is to create a positive learning environment for all. I take this responsibility very seriously and highly encourage all students to actively take part in class debates. In fact, I have prepared sample class debate questions in the detailed syllabus. As such, any act of discrimination or harassment based on race, ethnicity, gender, gender identity, religious affiliation, sexual orientation, or disability will not be tolerated in this course. Let's show utmost respect for each other and create a positive learning environment together.

Sustainable Development & Public Policy in Asia

Section 1

Instructor	Kazuo Fukuda
Office/Building	3321 (Center for International Education)
Office Hours	By Appointment
Contacts (E-mail)	kfukuda@kansai.ac.jp

【Course Outline / Description】

In recent years, sustainable development has gained currency as the core concept of development in the worlds of scholars, practitioners, political leaders, the media, and the general public alike. Gone are the days of states pursuing their socioeconomic developments at the expense of the environment, the climate, the energy, and the people. Also gone are the days of the international community acquiescing to such modes of socioeconomic growth. In the era filled with grave concerns such as global pandemics, climate change, financial crisis, and persistent obstacles to realize full human development, “sustainable” is the new buzzword here to establish resilient and responsive environment, infrastructure, and mechanism at local, national, regional, and international levels so as to address such global challenges holistically and systematically. Adopted by all United Nations Member States in 2015, the 2030 Agenda for Sustainable Development essentially anchors such efforts towards sustainable development. At its heart are the 17 Sustainable Development Goals (SDGs) which call for urgent, concerted action by all countries in a global partnership. In its 75th anniversary in 2020, the United Nations reiterated the need for a sense of urgency to tackle global issues: “we are not here to celebrate. We are here to take action. Guided by the purposes and principles of the Charter, we are here to ensure the future we want and the United Nations we need.” In 2021, Secretary-General António Guterres echoed this sentiment: “the choices we make, or fail to make, today could result in further breakdown, or a breakthrough to a greener, better, safer future. The choice is ours to make; but we will not have this chance again.”

Against this background, students will engage with the world of sustainable development and Sustainable Development Goals in this course (both in general and in the Asian context). What is sustainable development? What are Sustainable Development Goals? What have been the prominent issues for the world and Asia? What have been the main achievements and challenges thus far in the world and in Asia? How have Asian countries addressed each SDG? What can we do at the individual level to help achieve these SDGs? Where do we go beyond the 2030 Agenda for Sustainable Development? Such are the main research/discussion questions for this course.

Section 2

【Course Objectives/Goals/Learning Outcomes】

This course is designed to help students attain the following learning outcomes:

1. To learn and understand the essence of sustainable development, Sustainable Development Goals, and relevant public policies in Asia
2. To understand prominent sustainable development issues and challenges in general and in Asia
3. To critically analyze how to address global concerns and challenges at different levels
4. Link theoretical and empirical studies and apply analytical tools to countries of students' interests
5. Sharpen analytical, presentation, and writing skills on sustainable development

Section 3

【Textbooks/Reading Materials】

Readings will be assigned for each week. Students are required to keep up with a full schedule of readings. Reading assignments will be the basis for informed classroom discussions. Students are thus expected to answer questions about the readings when called upon to do so in class. Failure to demonstrate the understanding of readings could affect students' participation grade.

【Class Schedule/Class Environment, Literature and Materials】

NOTE 1: A more detailed syllabus will be shared with students later. As such, please keep in mind that the course schedule below is subject to change, including topics and assigned readings.

NOTE 2: In each session, we will start with small presentations on sustainable development-related news by students.

Lesson	Topics	Readings
1	Course Introduction	<ul style="list-style-type: none"> Please make sure to read the detailed syllabus carefully before the class! Slobodan Perdan (2004), Introduction to Sustainable Development
2	What Is Sustainable Development?	<p>Vision (OPTIONAL READING)</p> <ul style="list-style-type: none"> Gro Harlem Brundtland. Report of the World Commission on Environment and Development: Our Common Future (1987). <p>Overview</p> <ul style="list-style-type: none"> Kates, Parris, and Leiserowitz (2005), What Is Sustainable Development? Goals, Indicators, Values, and Practice. <p>Concept and Definition</p> <ul style="list-style-type: none"> Susan Baker (2006), Sustainable Development (Ch. 2: The Concept of Sustainable Development) Additional Readings <p>Theory</p> <ul style="list-style-type: none"> Armin Grunwald (2014), What Kind of Theory Do We Need for Sustainable Development – and How Much of It?
3	History and Various Dimensions of Sustainable Development 1 History and Actors	<p>History</p> <ul style="list-style-type: none"> Stephen A. Roosa (2007), Sustainable Development Handbook (Ch. 1: What Is Sustainable Development?; Read Only P. 26-54) Additional Readings <p>Actors</p> <ul style="list-style-type: none"> Petrică Nițoia and Gabriel Camară (2018) Roles of Actors in Promoting Sustainable Development Additional Readings
4	History and Various Dimensions of Sustainable Development 2 Various Dimensions of Sustainable Development	<p>General</p> <ul style="list-style-type: none"> Jennifer A. Elliott (2012), An Introduction to Sustainable Development (Read Only the Sub-Section Titled “Framing the Concept of Sustainable Development”) Additional Readings <p>Economic</p> <ul style="list-style-type: none"> Leslie Paul Thiele (2016), Sustainability (Ch. 6: Sustaining Economics) <p>Environmental</p> <ul style="list-style-type: none"> Stephen Roosa and Matt Hanka (2007),

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		<p>Sustainable Development Handbook (Ch. 3: The Environment and Sustainable Development)</p> <p>Social</p> <ul style="list-style-type: none"> - Kristen Magis and Craig Shinn (2008), <i>Emergent Principles of Social Sustainability</i>
5	<p>Current State of Sustainable Development 1</p> <p>Failures/Pitfalls</p>	<ul style="list-style-type: none"> - Sherry Cable (2012), <i>Sustainable Failures: Environmental Policy and Democracy in a Petro-Dependent World</i> - Frances C. Moore (2011) <i>Toppling the Tripod: Sustainable Development, Constructive Ambiguity and the Environmental Challenge</i> - Additional Readings
6	<p>Current State of Sustainable Development 2</p> <p>Achievements/Prospects</p>	<p>How to Achieve Sustainability</p> <ul style="list-style-type: none"> - Rogers, Jalal, and Boyd (2008), <i>An Introduction to Sustainable Development</i> (Read Only P. 23-28) <p>Environment</p> <ul style="list-style-type: none"> - Rogers, Jalal, and Boyd (2008), <i>An Introduction to Sustainable Development</i> (Ch. 6: Environmental Management: Trends and Policies) <p>Energy</p> <ul style="list-style-type: none"> - Margaret Robertson (2017), <i>Sustainability Principles and Practice</i> (Ch. 9: Energy) <p>Education & Individuals</p> <ul style="list-style-type: none"> - Margaret Robertson (2017), <i>Sustainability Principles and Practice</i> (Ch. 16: Education and Ch 17: Working as Agents for Change)
7	<p>Challenges 1</p> <p>Challenges in General</p>	<p>How Big Is Your Environmental/Ecological Footprint?</p> <ul style="list-style-type: none"> - Using this website, find out how many planets we would need if everybody lives like you! <p>Overview</p> <ul style="list-style-type: none"> - Jennifer A. Elliott (2012), <i>An Introduction to Sustainable Development</i> (Ch. 2: The Global Challenges of Sustainable Development) <p>Strong vs. Weak Sustainability</p> <ul style="list-style-type: none"> - Jérôme Pelenc and Jérôme Ballet (2014), Brief for GSDR 2015 – Weak Sustainability versus Strong Sustainability. <p>Politics and Law</p> <ul style="list-style-type: none"> - Leslie Paul Thiele (2016), <i>Sustainability</i> (Ch. 5: The Political and Legal Challenge) <p>Measurement</p> <ul style="list-style-type: none"> - Thomas M. Parris and Robert W. Kates (2003), <i>Characterizing and Measuring Sustainable Development</i>
8	<p>Challenges 2</p> <p>Challenges in Asia</p>	<p>Overview</p> <ul style="list-style-type: none"> - Kioe Sheng Yap (2011), <i>A Region of Contrasts: Urban Development, Housing and Poverty in Asia</i> - Additional Readings <p>Human Resources</p> <ul style="list-style-type: none"> - Hay, Oshima, and Lewis (1999), <i>Capacity Building for Sustainable Development in Asia</i> <p>Environment</p> <ul style="list-style-type: none"> - Debashis Chakraborty and Sacchidananda Mukherjee (2018), <i>Environmental Challenges in Asia</i> <p>Energy</p> <ul style="list-style-type: none"> - Reiji Takeishi (2018), <i>Energy Situation in Asia</i>
9	<p>SDGs – History and Overview</p>	<p>Vision</p> <ul style="list-style-type: none"> - United Nations (2021), The Future We Want <p>History and Overview</p> <ul style="list-style-type: none"> - Eric A. Friedman and Lawrence O. Gostin

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		<p>(2016), The United Nations Sustainable Development Goals: Achieving the Vision of Global Health with Justice</p> <ul style="list-style-type: none"> - Additional Readings <p>State of Affairs</p> <ul style="list-style-type: none"> - Browse through SDG Tracker to see where we stand with each goal - United Nations (2022), The Sustainable Development Goals Report 2022 - Additional Readings
10	Sustainable Development and SDGs in Asia	<p>Overview</p> <ul style="list-style-type: none"> - Ramesh Sunam et al (2018), Implementing the 2030 Agenda in Asia and the Pacific: Insights from Voluntary National Reviews - Additional Readings <p>Japan</p> <ul style="list-style-type: none"> - Hiromi Masuda et al (2021), SDGs Mainstreaming at the Local Level: Case Studies from Japan. <p>China</p> <ul style="list-style-type: none"> - Junjie Zhang (2012), Delivering Environmentally Sustainable Economic Growth: The Case of China
11	SDG 1 – No Poverty Poverty in General	<ul style="list-style-type: none"> - SDG Tracker for Goal No. 1 (Browse through it to understand the big picture) - Paul Collier (2007), The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It - Barry B. Hughes et al (2021), Reducing Global Poverty: Patterns of Potential Human Progress Vol. 1 (Introduction)
12	SDG 1 – No Poverty Poverty in Asia	<p>Asia</p> <ul style="list-style-type: none"> - John Malcolm Dowling and Yap Chin-Fang (2009), Chronic Poverty in Asia: Causes, Consequences and Policies (Ch. 2: What Determines Chronic Poverty in Asia?) - Additional Readings <p>China</p> <ul style="list-style-type: none"> - John Malcolm Dowling and Yap Chin-Fang (2009), Chronic Poverty in Asia: Causes, Consequences and Policies (Ch. 7.1: China) <p>India</p> <ul style="list-style-type: none"> - John Malcolm Dowling and Yap Chin-Fang (2009), Chronic Poverty in Asia: Causes, Consequences and Policies (Ch. 7.2: India) <p>Bangladesh</p> <ul style="list-style-type: none"> - Browse through the website of Grameen Bank as a way to eradicate poverty at the grassroots level
13	SDG 2 – No Hunger Hunger in General	<ul style="list-style-type: none"> - SDG Tracker for Goal No. 2 (Browse through it to understand the big picture) - Jenny Eaton Dyer and Cathleen Falsani, eds (2019), The End of Hunger: Renewed Hope for Feeding the World (Read Chs. 2, 20-22, and 28) - Frances Moore Lappé and Joseph Collins (2015), World Hunger: 10 Myths (Skim through all 10 myths) - Additional Readings
14	SDG 2 – No Hunger Hunger in Asia	<p>Asia</p> <ul style="list-style-type: none"> - Asia Society and International Rice Research Institute Task Force Report (2010), Never an Empty Bowl: Sustaining Food Security in Asia (Read Only P. 8-19, 58-66) - Additional Readings <p>Japan</p> <ul style="list-style-type: none"> - Toshiyuki Kako (2009), Sharp Decline in the

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		<p>Food Self-Sufficiency Ratio in Japan and Its Future Prospects</p> <p>China</p> <ul style="list-style-type: none"> - Brooke Jardine (2021), Food Security in China: Challenges, Policies, and Projections <p>India</p> <ul style="list-style-type: none"> - Preethi Krishnan and Mangala Subramaniam (2014), Understanding the State: Right to Food Campaign in India
15	<p>SDG 3 – Good Health and Well-Being</p> <p>Health and Well-Being in General</p>	<ul style="list-style-type: none"> - SDG Tracker for Goal No. 3 (Browse through it to understand the big picture) - Amir Abdul Khaliq and Raymond A. Smego (2007), Global Health: Past, Present, and Future - Yasushi Katsuma (2023), Diffusion of UHC Through Global Health Diplomacy - Additional Readings
16	<p>SDG 3 – Good Health and Well-Being</p> <p>Health and Well-Being in Asia</p>	<p>Japan</p> <ul style="list-style-type: none"> - Magdalena M. Wilson (2011), Suicide: A Unique Epidemic in Japan <p>China</p> <ul style="list-style-type: none"> - China Joint Study Partnership (2016), Deepening Health Reform in China: Building High-Quality and Value-Based Service Delivery (<u>Read Only</u> Ch. 1: Background: Impressive Gains in Health Outcomes But Substantial Challenges Remain) <p>India</p> <ul style="list-style-type: none"> - Pascaline Dupas and Radhika Jain (2021), Women Left Behind: Gender Disparities in Utilization of Government Health Insurance in India <p>The Philippines</p> <ul style="list-style-type: none"> - Elena Avramovska (2021), Diffusion of SRHR and Local Constraints: The Philippines
17	<p>SDG 4 – Quality Education</p> <p>Quality Education in General</p>	<ul style="list-style-type: none"> - SDG Tacker for Goal No. 4 (Browse through it to understand the big picture) - Kremer, Branne, and Glennerster (2013), The Challenge of Education and Learning in the Developing World - Peter F. Orazem and Elizabeth M. King (2007), Schooling in Developing Countries: The Roles of Supply, Demand and Government Policy - Additional Readings
18	<p>SDG 4 – Quality Education</p>	<p>Readings</p> <p>Access</p> <ul style="list-style-type: none"> - William E. Myers (2004), Child Labour and the Right to Education in South Asia: Needs versus Rights? <p>Quality</p> <ul style="list-style-type: none"> - Raj Kumar Dhungana (2020), Paradoxes of Quality Education in South Asia <p>Gender</p> <ul style="list-style-type: none"> - Abigail Murphy (2018), Gender-Based Education Inequality in China and India <p>Inclusive Education</p> <ul style="list-style-type: none"> - Leonardo P. Jimenez and Toshiro Ochiai (2005), Inclusion Versus Institutionalization: Japan's Educational Challenge
19	<p>SDG 5 – Gender Equality</p> <p>Gender Equality in General and in Asia</p>	<ul style="list-style-type: none"> - SDG Tacker for Goal No. 5 (Browse through it to understand the big picture as well as the status of gender in Asia) - Seema Jayachandran (2015), The Roots of

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		<p>Gender Inequality in Developing Countries.</p> <ul style="list-style-type: none"> - Asian Development Bank (2015), Women in the Workforce: An Unmet Potential in Asia and the Pacific - Additional Readings
20	<p>SDG 5 – Gender Equality</p> <p>Group Exercise – How Can We Reduce Gender Gaps in Japan?</p>	<p>Readings</p> <p>Discouraging Statistics</p> <ul style="list-style-type: none"> - 116th out of 146 Countries by WEF's 2022 Global Gender Gap Report (See P. 10) - 104th out of 190 Countries by World Bank's Report on Women, Business and the Law 2023 (See P. 4) <p>Overview</p> <ul style="list-style-type: none"> - Gill Steel (2019), Introduction: Changing Women's and Men's Lives in Japan <p>Politics</p> <ul style="list-style-type: none"> - Yuki Tsuji (2019), Women and the Liberal Democratic Party in Transition <p>Civil Services</p> <ul style="list-style-type: none"> - Kamata, An, and Gao, Japan: A Laggard in Gender Equality in Public Administration among OECD Countries <p>Society</p> <ul style="list-style-type: none"> - Melanie Belarmino and Melinda R. Roberts (2019), Japanese Gender Role Expectations and Attitudes: A Qualitative Analysis of Gender Inequality <p>Employment</p> <ul style="list-style-type: none"> - Kumiko Nemoto (2016), Too Few Women at the Top: The Persistence of Inequality in Japan (Ch. 1: Sex Segregation in Japanese Business) <p>Group Presentations</p> <p>The primary objective of this group exercise is to help students understand and critically analyze the persistent issue of gender inequality in Japan and brainstorm policy reforms to address related challenges and issues.</p> <p>See the detailed syllabus for more details.</p>
21	<p>SDG 9 – Industry, Innovation and Infrastructure (Focusing on Innovation)</p>	<p>General</p> <ul style="list-style-type: none"> - Vittoria Tuzzi et al (2020), Innovation for Sustainability (Read Chs. 1-3) - Laura Diaz Anadon et al (2015), Making Technological Innovation Work for Sustainable Development - Additional Readings <p>Asia</p> <ul style="list-style-type: none"> - Noriko Sakamoto (2020), Local Energy Initiatives in Japan - Additional Readings <p>Assignment</p> <ul style="list-style-type: none"> - Be prepared to present innovations that you found in Asia
22	<p>SDG 10 – Reduced Inequalities</p>	<p>General</p> <ul style="list-style-type: none"> - SDG Tracker for Goal No. 10 (Browse through it to understand the big picture as well as the status of inequality across Asia) - David S. Landes (1998), The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor (Read Chs. 14, 22, 23, and 29) - Hernando De Soto (2000), The Mystery of Capital: Why Capitalism Triumphs in the West

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		<p>and Fails Everywhere Else (Read Ch. 7: By Way of Conclusion)</p> <ul style="list-style-type: none"> - Additional Readings <p>Case of Lao PDR</p> <ul style="list-style-type: none"> - Mana Southichack (2017), LDC Status Graduation, The Ways Forward for Lao PDR - Warr, Rasphone, and Menon (2015), Two Decades of Rising Inequality and Declining Poverty in the Lao People's Democratic Republic
23	SDG 13 – Climate Action Climate Action in General	<ul style="list-style-type: none"> - SDG Tracker for Goal No. 13 (Browse through it to understand the big picture) - Margaret Robertson (2017), Sustainability Principles and Practice (Ch. 5: Climate) - Additional Readings
24	SDG 13 – Climate Action Climate Action in Asia	<p>Southeast Asia</p> <ul style="list-style-type: none"> - Nguyen Huu Ninh et al (2021), Social Vulnerability to Climate Change in Cambodia, Lao PDR, and Vietnam <p>Japan</p> <ul style="list-style-type: none"> - World Bank (2018), Building Regulation for Resilience – Converting Disaster Experience into a Safer Built Environment: The Case of Japan - Yuichiro Tsuji (2020), Climate Change Action and Adaptation in Tokyo <p>China</p> <ul style="list-style-type: none"> - Xiaodong Pan and Zhenshan Li (2011), Climate Change and Cities' Actions in China
25	SDG 16 – Peace, Justice and Strong Institutions Peace, Justice and Strong Institutions in General	<p>Overview</p> <ul style="list-style-type: none"> - SDG Tracker for Goal No. 16 (Browse through it to understand the big picture) - World Justice Project Rule of Law Index (Browse through it to understand the big picture of the rule of law in the world today) <p>Equal Access to Justice</p> <ul style="list-style-type: none"> - Vapnek, Boaz, and Turku (2016), Improving Access to Justice in Developing and Post-Conflict Countries: Practical Examples from the Field <p>Independent Judiciary</p> <ul style="list-style-type: none"> - Tom Ginsburg (2003), Judicial Review in New Democracies: Constitutional Courts in Asian Cases <p>National Human Rights Institutions</p> <ul style="list-style-type: none"> - Paris Principles - Accreditation Status as of April 2023 - Croina Lacatus and Valentina Carraro (2023), National Human Rights Institutions: Independent Actors in Global Human Rights Governance? <p>Legal Pluralism</p> <ul style="list-style-type: none"> - Tilmann J. Röder (2012), Informal Justice Systems: Challenges and Perspectives
26	SDG 16 – Peace, Justice and Strong Institutions Peace, Justice and Strong Institutions in Asia	<p>Rule of Law</p> <ul style="list-style-type: none"> - Albert H.Y. Chen (2014), The Achievement of Constitutionalism in Asia: Moving Beyond 'Constitutions without Constitutionalism' <p>Equal Access to Justice</p> <ul style="list-style-type: none"> - Gary Chan Kok Yew (2008), Access to Justice for the Poor: The Singapore Judiciary at Work <p>Independent Judiciary</p> <ul style="list-style-type: none"> - Tom Ginsburg (2009), Judicial Independence in East Asia: Lessons for China <p>National Human Rights Institutions</p> <ul style="list-style-type: none"> - Silvia Croydon (2017), Progress or

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		Prevarication: The Move Towards the Establishment of a Human Rights Commission in Japan Legal Pluralism - Noah Coburn and John Dempsey (2010), <i>Informal Dispute Resolution in Afghanistan</i>
27	Group Final Paper Presentations	No Assigned Readings
28	Group Final Paper Presentations	No Assigned Readings
29	Where Do We Go from Here? (or Group Final Paper Presentations)	- Stephen A. Roosa (2007), <i>Sustainable Development Handbook</i> (Ch. 12: What the Future Holds: Creating a Sustainable World) - Dillard, Dujon, and King (2008), <i>Reflection and Directions for the Future</i> - Jan Servaes (2017), <i>Conclusion: Are the SDGs “Sustainable”?</i> - <u>Additional Readings</u>
30	Wrap-up and Final Exam Preparation	No Assigned Readings (But Please Make Sure to Review All Areas Covered in the Semester and Bring Any Questions That You May Have)

Section 4

【Learning Assessments/Grading Rubric】

- Participation: 30%
 - o Posting Reflections and Discussion Questions – 15%
 - o Active Participation in the Classroom – 15%
- 2 Small Presentations on Sustainable Development-Related News: 5%
- Final Exam: 20%
- Group Final Paper: 45%
 - o Draft – 5%
 - o Complete Draft – 10%
 - o Final Paper – 15%
 - o Final Paper Presentation: 15%

NOTE: The instructor reserves the right to modify/update the grading criteria and scale during the semester.

Section 5

【Additional Information】

Syllabus

To the extent possible, we will proceed with our class in accordance with the course schedule stated above. Should the needs occur, however, the instructor reserves the right to modify the course syllabus during the semester (including the grading criteria and scale). In such cases, the instructor will strive to inform students of any changes well in advance.

Academic Integrity

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assignment or taking a test or exam, be sure to seek clarification from the instructor in advance.

Participation

Students are expected to come to class having completed all the required readings for that day and be ready to discuss and ask questions about them. As indicated in the grade percentage, this class takes students' active participation seriously. Keep in mind that quality (not necessarily quantity) and consistency of class participation is the key.

Given this context, students are expected to post (1) reflections and (2) questions for class discussion on Blackboard, based on the readings of each session. Please bear in mind that this is half of the participation grade (15%). The main objective of this activity is not only to make sure that students keep up with the assigned readings but also to create a forum where they can exchange comments, thoughts, and questions with each other AND ensure lively debates in the classroom. As such, please post them prior to each session (at least a day before each session). Both reflections and discussion questions do NOT need to be extensive; short responses will suffice for this purpose. If you so prefer, you can simply list down your thoughts and questions.

Positive Learning Environment

As your instructor, one of my primary responsibilities in our classroom is to create a positive learning environment for all. I take this responsibility very seriously and highly encourage all students to actively take part in class debates. In fact, I have prepared sample class debate questions in the detailed syllabus. As such, any act of discrimination or harassment based on race, ethnicity, gender, gender identity, religious affiliation, sexual orientation, or disability will not be tolerated in this course. Let's show utmost respect for each other and create a positive learning environment together.

Sustainable Development in Action

Section 1

Instructor	Kazuo Fukuda
Office/Building	3321 (Center for International Education)
Office Hours	By Appointment
Contacts (E-mail)	kfukuda@kansai-gaidai.ac.jp

【Course Outline / Description】

In recent years, sustainable development has gained currency as the core concept of development in the worlds of scholars, practitioners, political leaders, the media, and the general public alike. Gone are the days of states pursuing their socioeconomic developments at the expense of the environment, the climate, the energy, and the people. Also gone are the days of the international community acquiescing to such modes of socioeconomic growth. In the era filled with grave concerns such as global pandemics, climate change, financial crisis, and persistent obstacles to realize full human development, “sustainable” is the new buzzword here to establish resilient and responsive environment, infrastructure, and mechanism at local, national, regional, and international levels so as to address such global challenges holistically and systematically.

The international community has repeatedly stressed the urgent need to act now. Notably, the United Nations reiterated the need for a sense of urgency to tackle global issues in its 75th anniversary in 2020: “we are not here to celebrate. We are here to take action. Guided by the purposes and principles of the Charter, we are here to ensure the future we want and the United Nations we need.” In 2021, Secretary-General António Guterres echoed this sentiment: “the choices we make, or fail to make, today could result in further breakdown, or a breakthrough to a greener, better, safer future. The choice is ours to make; but we will not have this chance again.”

Against this background, this course takes a policy- and action-oriented approach in its curriculum and challenges students to (1) critically think how the world can ensure “the future we want” and (2) think outside the box to attain that ultimate goal. Accordingly, after familiarizing ourselves with the concept of sustainable development and the essence of Sustainable Development Goals (SDGs) in the first few weeks, we will delve into how countries have dealt with select SDGs, identify related challenges and issues, and propose the way forward for cementing sustainable development in those countries. Incorporating experiential learning into the curriculum, we will also develop and actually implement activities that will contribute to sustainable development (albeit on a rather small scale).

Key research questions anchoring this course include (but are certainly not limited to): What is sustainable development? How can the world (including us) ensure “the future we want”? What types of strategies, policies, and actions do countries have to introduce and implement on the ground? What can *we* do to provide necessary support for countries taking steps closer towards sustainable development? What can *we* do to contribute to achieving SDGs in 2030?

【Course Objectives/Goals/Learning Outcomes】

This course is designed to help students attain the following learning outcomes:

1. Understand the essence of sustainable development and SDGs
2. Understand and formulate SMART strategies and policies to attain SDGs
3. Understand and identify SDGs-related challenges and issues in general and in developing countries
4. Critically think and analyze how to address global concerns and challenges at different levels
5. Understand challenges and issues with policy implementation through experiential learning
6. Link theoretical and empirical studies on sustainable development so as to apply analytical tools to countries of students' interests
7. Sharpen analytical, presentation, and writing skills on sustainable development

Section 3

【Textbooks/Reading Materials】

Readings will be assigned for each week. Students are required to keep up with a full schedule of readings. Reading assignments will be the basis for informed classroom discussions. Students are thus expected to answer questions about the readings when called upon to do so in class. Failure to demonstrate the understanding of readings could affect students' participation grade.

【Class Schedule/Class Environment, Literature and Materials】

NOTE 1: A more detailed syllabus will be shared with students later. As such, please keep in mind that the course schedule below is subject to change, including topics and assigned readings.

NOTE 2: In each session, we will start with small presentations on sustainable development-related news by students.

Lesson	Topics	Readings
1	Course Introduction	<ul style="list-style-type: none"> - Please make sure to read the detailed syllabus carefully before the class! - Slobodan Perdan (2004), Introduction to Sustainable Development - Philip Vaughter (2016). Climate Change Education: From Critical Thinking to Critical Action.
2	What Is Sustainable Development?	<p>Vision (OPTIONAL READING)</p> <ul style="list-style-type: none"> - Gro Harlem Brundtland. Report of the World Commission on Environment and Development: Our Common Future (1987). <p>Overview</p> <ul style="list-style-type: none"> - Kates, Parris, and Leiserowitz (2005), What Is Sustainable Development? Goals, Indicators, Values, and Practice. <p>Concept and Definition</p> <ul style="list-style-type: none"> - Susan Baker (2006), Sustainable Development (Ch. 2: The Concept of Sustainable Development) - Additional Readings <p>Theory</p>

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		<ul style="list-style-type: none"> - Armin Grunwald (2014), What Kind of Theory Do We Need for Sustainable Development – and How Much of It?
3	What Are Sustainable Development Goals?	<p>Vision</p> <ul style="list-style-type: none"> - United Nations (2021), The Future We Want <p>History and Overview</p> <ul style="list-style-type: none"> - Eric A. Friedman and Lawrence O. Gostin (2016), The United Nations Sustainable Development Goals: Achieving the Vision of Global Health with Justice - Additional Readings <p>State of Affairs</p> <ul style="list-style-type: none"> - Browse through SDG Tracker to see where we stand with each goal - United Nations (2022), The Sustainable Development Goals Report 2022 - Additional Readings
4	Challenges and State of Affairs	<p>How Big Is Your Environmental/Ecological Footprint?</p> <ul style="list-style-type: none"> - Using this website, find out how many planets we would need if everybody lives like you! <p>Overview</p> <ul style="list-style-type: none"> - Jennifer A. Elliott (2012), An Introduction to Sustainable Development (Ch. 2: The Global Challenges of Sustainable Development) <p>Politics, Law, and Measurement</p> <ul style="list-style-type: none"> - Leslie Paul Thiele (2016), Sustainability (Ch. 5: The Political and Legal Challenge) <p>Measuring SDGs</p> <ul style="list-style-type: none"> - Browse through SDG indicators to see how we measure SDGs
5	Action Plan	<p>Action Plan</p> <ul style="list-style-type: none"> - Margaret Robertson (2017). Sustainability Principles and Practice (Ch. 5: Climate). - PennState Extension (2023). The Sevens Steps of Action Planning. <p>SMART Goals</p> <ul style="list-style-type: none"> - University of California (2016-2017). SMART Goals: A How to Guide.
6	Results-Based Management	<p>Results-Based Management</p> <ul style="list-style-type: none"> - United Nations Development Group (2011). Results-Based Management Handbook. - United Nations Development Programme (2009). Handbook on Planning, Monitoring, and Evaluating for Development Results. - Additional Readings
7	SDG 9 – Industry, Innovation, and Infrastructure (Focusing on Innovation)	<ul style="list-style-type: none"> - Laura Diaz Anadon et al (2015), Making Technological Innovation Work for Sustainable Development - Additional Readings
8	SDG 9 – Innovation in Group Project and Introduction of Designated Countries	<ul style="list-style-type: none"> - No Assigned Readings - Assignment: Develop Innovative Activities for Designated Countries
9	SDG 1 – No Poverty Poverty in General	<ul style="list-style-type: none"> - SDG Tracker for Goal No. 1 (Browse through it to understand the big picture) - Paul Collier (2007), The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It - Barry B. Hughes et al (2021), Reducing Global Poverty: Patterns of Potential Human Progress Vol. 1 (Introduction)

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10	SDG 1 – Poverty Reduction in Action	<p>Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)</p> <ul style="list-style-type: none"> - Lao PDR <ul style="list-style-type: none"> o UNDP (2020): Enhancing Social and Economic Opportunities for Youth. - South Sudan <ul style="list-style-type: none"> o WB (2007): South Sudan Privat Sector Development. - Ghana <ul style="list-style-type: none"> o Innovations for Poverty Action (2022): Cognitive Behavioral Therapy for the Poor - Additional Readings
11	SDG 1 – No Poverty Presenting Select Projects by International Community	<ul style="list-style-type: none"> - No Assigned Readings - Assignment <ul style="list-style-type: none"> o Pick 2 Past and/or Active Projects in Your Designated Country o Present Your Findings and Reflection (i.e., Identify Useful Lessons Learned from the Projects, Challenges and Issues Facing the Projects and/or the Country as a Whole, and Proposals for (Preferably Innovative) Activities That You Find Would Be Effective in That Country) o Include Discussion Questions That You Would Like to Ask the Class
12	SDG 1 – No Poverty Developing Poverty Reduction Activities in Designated Countries	<ul style="list-style-type: none"> - No Assigned Readings - Assignment <ul style="list-style-type: none"> o Review What We Discussed in Week 3 and the Projects That You Presented on Week 6 Day 1 o Develop Proposals for Some Activities That You Find Would Be Effective in Your Designated Country o Some Activities Must Be Innovative (i.e., Shifting Away from Conventional Activities) o Present Your Proposals to the Class o Include Discussion Questions That You Would Like to Ask the Class
13	SDG 5 – Gender Equality Gender Equality in General and in Asia	<ul style="list-style-type: none"> - SDG Tacker for Goal No. 5 (Browse through it to understand the big picture as well as the status of gender in Asia) - Seema Jayachandran (2015), The Roots of Gender Inequality in Developing Countries. - Asian Development Bank (2015), Women in the Workforce: An Unmet Potential in Asia and the Pacific - Additional Readings
14	SDG 5 – Gender Equality Group Exercise – How Can We Reduce Gender Gaps in Japan?	<p>Discouraging Statistics</p> <ul style="list-style-type: none"> - 116th out of 146 Countries by WEF's 2022 Global Gender Gap Report (See P. 10) - 104th out of 190 Countries by World Bank's Report on Women, Business and the Law 2023 (See P. 4) <p>Overview</p> <ul style="list-style-type: none"> - Gill Steel (2019), Introduction: Changing Women's and Men's Lives in Japan <p>Politics</p> <ul style="list-style-type: none"> - Yuki Tsuji (2019), Women and the Liberal Democratic Party in Transition

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		<p>Civil Services</p> <ul style="list-style-type: none"> - Kamata, An, and Gao, Japan: A Laggard in Gender Equality in Public Administration among OECD Countries <p>Society</p> <ul style="list-style-type: none"> - Melanie Belarmino and Melinda R. Roberts (2019), Japanese Gender Role Expectations and Attitudes: A Qualitative Analysis of Gender Inequality <p>Employment</p> <ul style="list-style-type: none"> - Kumiko Nemoto (2016), Too Few Women at the Top: The Persistence of Inequality in Japan (Ch. 1: Sex Segregation in Japanese Business) <p>Group Presentations</p> <p>The primary objective of this group exercise is to help students understand and critically analyze the persistent issue of gender inequality in Japan and brainstorm policy reforms to address related challenges and issues.</p> <ul style="list-style-type: none"> - See the detailed syllabus for more details.
15	Mid-Term Presentations for Group Projects	<ul style="list-style-type: none"> - No Assigned Readings <p>Assignment</p> <ul style="list-style-type: none"> - Present Your Findings and Reflection on Your Group Project Thus Far with the Following Questions in Mind: <ul style="list-style-type: none"> o How Did Your Group Decide to Focus on Your SDG? o How Did Your Group Decide on the Scope of Your Intervention? o What Are Your Main Lessons Learned on Identifying Project Goals, Indicators, and Activities? o Any Lessons Learned Yet from Implementing Activities?
16	Mid-Term Adjustments (Peer Review)	<ul style="list-style-type: none"> - No Assigned Readings
17	SDG 4 – Quality Education Quality Education in General	<ul style="list-style-type: none"> - SDG Tacker for Goal No. 4 (Browse through it to understand the big picture) - Kremer, Branne, and Glennerster (2013), The Challenge of Education and Learning in the Developing World - Peter F. Orazem and Elizabeth M. King (2007), Schooling in Developing Countries: The Roles of Supply, Demand and Government Policy - Additional Readings
18	SDG 4 – Quality Education Quality Education in Action	<p>Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)</p> <ul style="list-style-type: none"> - Access to Education <ul style="list-style-type: none"> o Rwanda: Making Strides in Equity and Inclusion. - Inclusive Education <ul style="list-style-type: none"> o Mongolia: Making Education More Inclusive in Mongolia. - Gender and Education <ul style="list-style-type: none"> o Mauritania: Distance Shouldn't Stand Between Girls and Their Education. - Non-Formal Education <ul style="list-style-type: none"> o Chad: Boosting Literacy and Practical Skills Through Non-Formal Education. - Quality Education through Competency-Based

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		<p>Education Curriculum</p> <ul style="list-style-type: none"> o Tajikistan: Better Teaching Methods Equip Children for the Future. - Digital Innovation in Education <ul style="list-style-type: none"> o India: DIKSHA – Learnings from India Experience. 2021.
19	<p>SDG 4 – Quality Education</p> <p>Developing Quality Education Activities in Designated Countries</p>	<ul style="list-style-type: none"> - No Assigned Readings <p>Assignment</p> <ul style="list-style-type: none"> - Develop Proposals for Some SMART Activities That You Find Would Be Effective in Your Designated Country - Some Activities Must Be Innovative (i.e., Shifting Away from Conventional Activities) - Present Your Proposals to the Class - Include Discussion Questions That You Would Like to Ask the Class
20	<p>SDG 16 – Peace, Justice, and Strong Institutions</p> <p>Peace, Justice and Strong Institutions in General</p>	<p>Overview</p> <ul style="list-style-type: none"> - SDG Tracker for Goal No. 16 (Browse through it to understand the big picture) - World Justice Project Rule of Law Index (Browse through it to understand the big picture of the rule of law in the world today) <p>Equal Access to Justice</p> <ul style="list-style-type: none"> - Vapnek, Boaz, and Turku (2016), Improving Access to Justice in Developing and Post-Conflict Countries: Practical Examples from the Field <p>Independent Judiciary</p> <ul style="list-style-type: none"> - Tom Ginsburg (2003), Judicial Review in New Democracies: Constitutional Courts in Asian Cases <p>National Human Rights Institutions</p> <ul style="list-style-type: none"> - Paris Principles - Accreditation Status as of April 2023 - Croina Lacatus and Valentina Carraro (2023), National Human Rights Institutions: Independent Actors in Global Human Rights Governance? <p>Legal Pluralism</p> <ul style="list-style-type: none"> - Tilmann J. Röder (2012), Informal Justice Systems: Challenges and Perspectives
21	<p>SDG 16 – Peace, Justice, and Strong Institutions in Action</p>	<p>Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)</p> <p>Equal Access to Justice</p> <ul style="list-style-type: none"> - UNDP (2022): Access to Justice. - Additional Readings <p>Independent Judiciary</p> <ul style="list-style-type: none"> - UNDP (2019): Judicial Excellence to Ensure Justice for All – The Judicial Integrity Network in ASEAN. <p>National Human Rights Institutions</p> <ul style="list-style-type: none"> - Australian Human Rights Commission (2018): Effects of Family and Domestic Violence on Children and Young People. <p>Legal Pluralism</p> <ul style="list-style-type: none"> - Noah Coburn and John Dempsey (2010), Informal Dispute Resolution in Afghanistan.
22	<p>SDG 16 – Peace, Justice, and Strong Institutions</p> <p>Developing Activities on Peace, Justice, and Strong</p>	<ul style="list-style-type: none"> - No Assigned Readings <p>Assignment</p> <ul style="list-style-type: none"> - Review the Projects That We Covered on Lesson 21 - Develop Proposals for Some SMART Activities

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	Institutions in Designated Countries	<p>That You Find Would Be Effective in Your Designated Country</p> <ul style="list-style-type: none"> - Some Activities Must Be Innovative (i.e., Shifting Away from Conventional Activities) - Present Your Proposals to the Class - Include Discussion Questions That You Would Like to Ask the Class
23	SDG 2 – No Hunger Hunger in General	<ul style="list-style-type: none"> - SDG Tracker for Goal No. 2 (Browse through it to understand the big picture) - Jenny Eaton Dyer and Cathleen Falsani, eds (2019), <i>The End of Hunger: Renewed Hope for Feeding the World</i> (Read Chs. 2, 20-22, and 28) - Frances Moore Lappé and Joseph Collins (2015), <i>World Hunger: 10 Myths</i> (Skim through all 10 myths) - Additional Readings
24	SDG 2 – No Hunger Hunger in Action in Designated Countries	<p>Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)</p> <p>Global Level</p> <ul style="list-style-type: none"> - WFP: ShareTheMeal; SMP Plus (Read Also SMP Plus in the Dominican Republic); H2Grow (Watch Also about a Model Hydroponics School Garden in Zambia); The HungerMap LIVE (Also Browse through the Actual HungerMap) <p>National Level</p> <ul style="list-style-type: none"> - WFP (2018): 10 Innovations Changing How the U.N. Delivers Food.
25	SDG 13 – Climate Action Climate Action in General	<ul style="list-style-type: none"> - SDG Tracker for Goal No. 13 (Browse through it to understand the big picture) - Margaret Robertson (2017), <i>Sustainability Principles and Practice</i> (Ch. 5: Climate) - Additional Readings
26	SDG 13 – Climate Action Climate Action in Action in Designated Countries	<p>Think About Lessons Learned from These Projects (e.g., Successes, Failures, Challenges, Issues, Proposals for the Way Forward)</p> <p>Global Environmental Facility (GEF)</p> <ul style="list-style-type: none"> - Background Info on GEF - China: Energy Transition Towards Carbon Neutrality Project (Read the Concept Project Information Document) - Fiji: Community-Based Integrated Natural Resource Management Project (Read ONLY the “1.3 The GEF Alternative” Section in the Project Document) <p>2021 UN Global Climate Action Awards</p> <ul style="list-style-type: none"> - France: Carbon Neutral by 2050 for a Fair, Inclusive and Resilient Transition - Microsoft: Carbon Negative Goal - Denmark: An Island Community Pointing to the Future
27	Group Project Presentations	No Assigned Readings
28	Group Project Presentations	No Assigned Readings
29	Where Do We Go from Here? (or Group Final Paper Presentations)	<ul style="list-style-type: none"> - Stephen A. Roosa (2007), <i>Sustainable Development Handbook</i> (Ch. 12: What the Future Holds: Creating a Sustainable World) - Dillard, Dujon, and King (2008), <i>Reflection and Directions for the Future</i> - Jan Servaes (2017), <i>Conclusion: Are the SDGs “Sustainable”?</i> - Additional Readings
30	Wrap-up and Final Exam Preparation	No Assigned Readings (But Please Make Sure to Review All Areas Covered in the Semester and Bring Any Questions That You May Have)

Section 4

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 - o Active Participation in the Classroom – 15%
- 2 Small Presentations on Sustainable Development-Related News: 5%
- 2 Group Projects: 50%
 - o (1) SDG Project (30%)
 - Activity Proposal – 5%
 - Results Framework – 10%
 - Mid-Term Presentation – 5%
 - Final Presentation – 10%
 - o (2) Group Paper Project (20%)
 - Draft – 2.5%
 - Complete Draft – 5%
 - Final Paper – 12.5%
- Final Exam: 15%

NOTE: The instructor reserves the right to modify/update the grading criteria and scale during the semester.

Section 5

【Additional Information】

Syllabus

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is half of the participation grade (15%). The main objective of this activity is not only to make sure that students keep up with the assigned readings but also to create a forum where they can exchange comments, thoughts, and questions with each other AND ensure lively debates in the classroom. As such, please post them prior to each session (at least a day before each session). Both reflections and discussion questions do NOT need to be extensive; short responses will suffice for this purpose. If you so prefer, you can simply list down your thoughts and questions.

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Economic Theory E (Economic Development II)

Applied Economics: Analysis of Globalized Industries

Instructor	Toru Hasegawa
Office/Building	3316/Building 3
Office Hours	2 nd to 5 th periods from Monday to Friday (subject to class schedule)

Section 1 【Course Outline / Description】

This course builds upon the fundamental economic theories covered in Introduction to Microeconomics (Economic Theory A), Introduction to Macroeconomics (Economic Theory B), Global Economics (Economic Theory C), and Economic Development I. Using two highly globalized industries – tourism and air transport – as case studies, the course will explore how these theories can be applied to identify the core issues, elements and processes of real-world phenomena and events.

As highlighted by the United Nations (UN) Tourism, tourism brings people together, can transform communities, promote economic growth and interdependence between neighbors, and encourage cooperation and peaceful development. The Convention on International Civil Aviation (also known as the Chicago Convention 1944) also states that "the future development of international civil aviation can greatly help to create and preserve friendship and understanding among the nations and peoples of the world." Analyzing these industries from an economic perspective can provide valuable insights into how to tackle the economic challenges facing the world today.

Drawing on the instructor's cross-disciplinary experience in academic, business, and regulatory fields, the focus is on the economic characteristics of the tourism and air transport industries, their contribution to national and global economies, imperfect competition and market failure, strategic behavior of firms, and the evaluation of public policies (economic and social regulation) for these industries. The course consists of the following five parts:

Part I: Introduction

Part II: Economic Contribution of Tourism and Air Transport

Part III. Specific Challenges Facing the Tourism Sector

Part IV. Strategic Behaviors of Airlines

Part V: Effectiveness of Public Policies

Section 2 【Course Objectives/Goals/Learning Outcomes】

The primary objective of this course is to provide students with the knowledge and skills to apply economic theories to analyze market dynamics, firm behaviors, as well as the effects of public policies. Most of the content (except Part II) corresponds to Industrial Organization in microeconomics while Part II falls under macroeconomics. By studying Industrial Organization, students will be able to build a strong foundation in economic theory and analysis, which can be applied to a wide range of fields, including business and government.

Specifically, upon successful completion of this course, students will be able to: a) choose the right economic theories to understand the basics of how markets work, how businesses act, and how well they perform; b) correctly evaluate the effectiveness of public policies and their impact on industry performance and long-term growth; and c) conduct simple empirical analysis by collecting and quantifying relevant economic and industry data.

Section 3-1 【Class Schedule/Class Environment, Literature and Materials】

Schedule of Instruction		
	Schedule of Instruction	Work Outside of Classroom Activities
Lecture 1	Part I. Introduction – Tourism and Air Transport 1. Basic concepts and definitions	Read the guidance document (to be posted on the Blackboard)
Lecture 2	1. Basic concepts and definitions (continued) 2. Trend of tourism and air transport	Solve the questions in problem set
Lecture 3	2. Trend of tourism and air transport (continued)	Solve the questions in problem set
Lecture 4	Part II. Economic Contribution of Tourism and Air Transport 1. System of National Accounts (SNA)	Review your economics textbook or notes on SNA and GDP
Lecture 5	2. Tourism Satellite Account (TSA)	Solve the questions in problem set
Lecture 6	2. Tourism Satellite Account (TSA) (continued)	Solve the questions in problem set

Lecture 7	3. Economic impact/spill-over analysis	Solve the questions in problem set
Lecture 8	4. Application of air transport sector	Solve the questions in problem set
Lecture 9	Part III. Specific Challenges Facing the Tourism Sector 1. Positive and negative externalities in tourism	Review your economics textbook or notes on externalities
Lecture 10	1. Positive and negative externalities in tourism (continued)	Solve the questions in problem set
Lecture 11	1. Positive and negative externalities in tourism (continued)	Solve the questions in problem set
Lecture 12	2 Overtourism as tragedy of the commons	Review your economics textbook or notes on public goods
Lecture 13	2. Overtourism as tragedy of the commons (continued)	Solve the questions in problem set
Lecture 14	3. Competitiveness and destination management	Review your economics textbook or notes on comparative advantage
Lecture 15	3. Competitiveness and destination management (continued)	Solve the questions in problem set
Lecture 16	3. Competitiveness and destination management (continued)	Solve the questions in problem set
Lecture 17	3. Competitiveness and destination management (continued) Part IV. Strategic Behaviors of Airlines 1. Price discrimination	Review your economics textbook or notes on price discrimination
Lecture 18	1. Price discrimination (continued)	Solve the questions in problem set
Lecture 19	2. Economies of Scale, Scope and Density	Solve the questions in problem set
Lecture 20	2. Economies of Scale, Scope and Density (continued)	Solve the questions in problem set
Lecture 21	2. Economies of Scale, Scope and Density (continued) 3. Product differentiation	Review your economics textbook or notes on product differentiation

Lecture 22	3. Product differentiation (continued)	Solve the questions in problem set
Lecture 23	3. Product differentiation (continued) 4. Parallel pricing	Solve the questions in problem set
Lecture 24	4. Parallel pricing (continued)	Solve the questions in problem set
Lecture 25	4. Parallel pricing (continued)	Solve the questions in problem set
Lecture 26	4. Parallel pricing (continued) Part V: Effectiveness of Public Policies 1. Agency problem	Review your economics textbook or notes on information asymmetry
Lecture 27	1. Agency problem (continued)	Solve the questions in problem set
Lecture 28	1. Agency problem (continued) 2. Policy trade-offs: case studies	Solve the questions in problem set
Lecture 29	2. Policy trade-offs: case studies (continued)	Solve the questions in problem set
Lecture 30	2. Policy trade-offs: case studies (continued)	Solve the questions in problem set
Note: Depending on progress, some topics will not be covered in class but may be left for self-study.		

Section 3-2 【Textbooks/Reading Materials】

Textbooks

There will be no textbook. Course material (including problem sets) will be posted on Blackboard in advance.

Reference Books

Aviation Benefits Report 2019

Industry High Level Group (IHLG), 2019

<https://www.icao.int/sustainability/Documents/AVIATION-BENEFITS-2019-web.pdf>

“Airline Competition in Deregulated Markets: Theory, Firm Strategy, and Public Policy”

Levine, Michael E.

Yale Journal on Regulation, Vol. 4, No.2, 1987

<https://openyls.law.yale.edu/handle/20.500.13051/8356>

“Liberalisation, consolidation and the struggle to survive: what future for airlines? In search of a viable airline revenue mode”

Levine, Michael E.

Airline Leader (CAPA), Issue 2, 2010

<https://centreforaviation.com/analysis/airline-leader/issues/15786>

Section 4 【Learning Assessments/Grading Rubric】

Final exam: 40%

Homework (problem sets): 30%

Class participation: 30%

The problem sets consist of more than 30 questions, most of which are of the short-answer type. In class, students will be asked to answer some of the questions (part of 30% of the grade). The remaining questions will be assigned as homework (30% of the grade). Please do the homework early, and give yourself the time to work and understand.

Your success in this course will be directly related to how well you understand and can apply economic theories to the real-world cases presented in the problem sets. In a larger sense, the problem set questions are literally "real" practice for the final exam (40% of the grade).

Section 5 【Additional Information】

Whenever necessary, students should consult one of the introductory textbooks on economics, and review the basic theories covered in Introduction to Microeconomics (Economic Theory A), Introduction to Macroeconomics (Economic Theory B), and Global Economics (Economic Theory C) or their equivalents.

Unlike other economics courses, the content requiring calculations is minimal. No need to worry even if you are not good at mathematics.

The instructor explains by writing on the whiteboard instead of using PowerPoint. The speed at which I write will be very fast and the volume of writing will be quite large. Students are expected to move their pencils during class, take notes and review them

after class. The notes do not have to be neat and tidy. If you can read them yourself and add your own notes when you review them, then they are worthwhile. This is good practice for quick note-taking and speed writing.

Cultural and Creative Industries in Japan and East Asia (A)

Instructor	Grace Gonzalez, Ph.D.
Office/Building	Honkan 709
Office Hours	TBA

Section 1 【Course Outline / Description】

The Japanese/East Asian cultural and creative industries (e.g., visual/performing arts, photography, design, film, music, architecture, publishing media, and video/online games) are widely touted (particularly in policy circles) as vectors of global competitive advantage and economic growth. However, their myriad characteristics, dynamics, and challenges are seldom grasped. Hence, the course examines canonical and up-to-date theoretical/empirical literatures relating to the Japanese/East Asian cultural and creative industries (CCIs, henceforth) at national and (sub)regional (Northeast/Southeast Asia) scales. It encompasses inter- trans- and post-disciplinary approaches, drawing upon the endeavors of Cultural Economics, Political Economy, Sociology, and Urban Studies.

Key topics include: Manga, anime, video/online games, e-sports, contents tourism, fashion, and A.I.-assisted/generated CCIs, among others.

Section 2 【Course Objectives/Goals/Learning Outcomes】

Upon completion of the course students are expected to discern and analyze key features, dynamics, and issues of the CCIs in contemporary Japan and East Asia. Likewise, students will be able to critically assess pivotal challenges in the East Asian CCIs in the foreseeable future.

Section 3-1 【Class Schedule/Class Environment, Literature and Materials】

Course Structure

The course consists of lectures, group discussions (see in-class exercises below), and student presentations. The inclusion of roundtable, think-pair-share, and role-playing exercises throughout the course will be contingent upon the number of students registered.

Course Guidelines

Students are expected to complete all reading assignments and coursework. In addition, students are expected to read international leading newspapers and specialized magazines on a regular basis.

The course requires reading approximately fifteen pages per lesson. The course materials reflect a) specialized vocabulary and theoretical/analytical underpinnings, and b) up-to-date international journalistic content. A minimum of 1.5 hours of student work (out of class) is required per lesson.

Attendance

In principle, students must attend all class meetings.

Excused absences: Students will be given attendance credit for any session that they miss, provided that it is documented in writing by a medical doctor's statement, or an official statement from Registrar's Office. No other absences will be excused.

Assignments/Coursework

Attitude and Participation:

Class participation is based on reading assignments. Therefore, students are expected to actively discuss and critically evaluate said materials. Students will be marked on both overall attitude (see classroom etiquette below) and quality of participation.

Open Contents Proposal:

A lesson of the syllabus is open for students to create its topic/contents. Students will submit a proposal (lesson 15) inclusive of rationale, approach, and academic reading assignment (200 words in length). Likewise, students will present their proposals (approx. 5 min per proposal) during lesson 15. The final decision on the winning proposal will be made by consensus.

*The winner of the OCP will lead the class discussion on lesson 25.

City Branding Campaign:

Students will present a short city branding campaign (10min per team -submission: slides only). The branding campaign ought to focus on an East Asian city and include a catchy slogan that reflects the city's cultural branding.

Quizzes/Exams:

A minimum of two pop quizzes will be administrated during the course.

Pop quizzes include multiple-choice and open-ended questions. The questions for these will be drawn from reading assignments and topics covered in class.

Final Presentations:

Presentations will be held in lessons 29-30. Students will prepare a 10-minute presentation (inclusive of Q&A) for the class using software such as Keynote or Power

Point or Prezi. The presentations will focus on a contemporary East Asian CCI (case study) chosen by students. The contents of the presentation ought to draw on a minimum of seven sources of literature. Usual conditions of citations and bibliography will apply for both presentation slides.

*Rubrics for each of the aforementioned will be provided in advance.

	Schedule of Instruction	Work outside of Classroom Activities
Lesson 1	Course Introduction	Reading assignment: Course syllabus and dossier (see Blackboard – Assignments)
Lesson 2	What are the CCIs?	Reading assignment: UNESCO (2013). Creative Economy Report, pp: 19-24.
Lesson 3	Creativity, Culture, and Innovation: An Overview	Reading assignment: British Council (n.d); Kaasa & Vadi (2009). How does culture contribute to innovation? Economics of Innovation and New Technology 19(7): 583-586
Lesson 4	CCIs: Use, exchange and symbolic values	Reading assignment: Klammer (2017). Doing the Right Thing: A Value Based Economy, Ch. 5.
Lesson 5	Exercise: Exchange and symbolic values in CCIs	Reading assignment: TBD
Lesson 6	Contemporary CCIs in Japan/EA	Reading assignment: Iwabuchi et al (eds)(2017). Routledge Handbook of East Asian Popular Culture. pp:1-4, 24-32.
Lesson 7	Anime & Manga	Reading assignment: Condry, I. (2013). The Soul of Anime. Durham and London: Duke University Press, Introduction.
Lesson 8	Anime & Manga II	Reading assignment: Morisawa T. (2015). Managing the unmanageable: Emotional labour and creative hierarchy in the Japanese animation industry. Ethnography 6(2): 262–284
Lesson 9	The Korean Wave(s)	Reading assignment: Iwabuchi et al (eds) (2017). Routledge Handbook of East Asian Popular Culture. London and New York: Routledge, Ch. 3.
Lesson 10	Class exercise: K-pop	Reading assignment: TBD

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Lesson 11	Gaming industries	Reading assignment: Fung (2016). Comparative cultural economy and game industries in Asia. Media International Australia 159 (1): 43-52.
Lesson 12	Class exercise: Gaming Industries and e-Sports	Reading assignment: TBD
Lesson 13	Japanese Idols: The real and the virtual	Reading assignment: Kiuchi (2017). Idols You Can Meet: AKB48 and a New Trend in Japan's Music Industry. The Journal of Popular Culture, Vol. 50 (1): 30-45.
Lesson 14	Consultation (on OCP)	No scheduled readings
Lesson 15	Open contents proposal - Teamwork	Written submission via Blackboard
Lesson 16	DIY music careers in East Asia	Reading assignment: Jian (2018). The Survival Struggle and Resistant Politics of a DIY Music Career in East Asia. Cultural Sociology 12 (2): 224-240.
Lesson 17	Takarazuka Revue	Reading assignment: TBD
Lesson 18	Experience economy, cultural branding and CCIs	Reading assignment: Dinnie (2016). Nation Branding. London & NY: Routledge.
Lesson 19	City branding (Japan)	Reading assignment: Soltani et al (2018). Exploring city branding strategies and their impacts on local tourism success, the case study of Kumamoto Prefecture, Japan. Asia Pacific Journal of Tourism Research 23 (2): 158-169.
Lesson 20	Consultation (on CBC)	No scheduled readings
Lesson 21	City branding campaign - teamwork	Class presentation (inclusive of slides)
Lesson 22	City branding campaign - teamwork	Class presentation (inclusive of slides)
Lesson 23	Contents tourism/ pilgrimage	Reading assignment: T. Okamoto (2015) Otaku tourism and the anime pilgrimage phenomenon in Japan, Japan Forum, 27(1): 12-36.
Lesson 24	Fashion Industry in Japan/East Asia	Reading assignment: Hall (2020). Digital Japan Beyond the Kimono: Innovation and Tradition in the

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		Kyoto Textile Industry. London and New York: Bloomsbury Visual Arts. Ch. 5.
Lesson 25	Open Contents (winning proposal)	Reading assignment: TBD
Lesson 26	CCIs & artificial intelligence systems	Reading assignment: WEF-McKinsey & Co. (2018). Creative Disruption. White Paper, pp: 1-10.
Lesson 27	CCIs & immersive content(s)	Reading assignment: Bogost, I. (2019). The AI-Art Gold Rush is Here. The Atlantic.
Lesson 28	Consultation (on FP)	No scheduled readings
Lesson 29	Final (group) presentations	Class presentation (inclusive of slides)
Lesson 30	Final (group) presentations and course conclusions	Class presentation (inclusive of slides)

Section 3-2 【Textbooks/Reading Materials】

No textbook will be used. All readings will be provided in advance (see Blackboard - Assignments tab).

Section 4 【Learning Assessments/Grading Rubric】

Grading Criteria

Attitude & Class participation	20%
Pop Quizzes	15%
Open Contents Proposal	20%
City Branding Campaign	25%
Final Presentation	20%

Section 5 【Additional Information】

Classroom Etiquette

- No photography or audio recording of the lectures and in-class exercises is permitted
 - Do not chat with your classmates during classes and presentations
 - Be respectful of fellow students' views.
 - When in doubt about how you should speak, write, or act (e.g., addressing your instructor and peers), always err on the side of formality.
 - Do not sleep in class.
 - Smartphones are not allowed in class.
 - Tablets & laptops are only allowed for class contents.
- * Students who contravene any of the above-referenced will not earn attitude marks.

Email Etiquette:

When writing an email to your professor/instructor:

- Address your professor/instructor properly. Begin the email with “Dear Professor____,” “Dear Prof. _____,” or “Dear Dr. _____.” Do not begin the email without addressing your professor by their title and surname.
- Please be mindful of the tone of your message. Be polite, clear, and succinct. Any email to a professor should be composed like a formal letter.
- Do not use texting lingo in emails. Please write in complete sentences with correct spelling, grammar, and punctuation.

The minimum email response time is 24 hours (during weekdays) and 48 hours (during weekends and holidays).

Socio-Economic & Socio-Cultural Shifts in the 21st Century: Challenges and Opportunities (ASP)

Instructor	Grace Gonzalez, Ph.D.
Office/Building	Honkan 709
Office Hours	TBA

Section 1 【Course Outline / Description】

This course examines the complexities associated with current and near-future (macro/micro) socio-economic and socio-cultural phenomena, processes, and shifts worldwide. To this end, the course explores foundational and up-to-date interdisciplinary (theoretical and empirical) literatures relating to systemic risks, compounding crises, and individual/collective identities in the late 20th and early 21st centuries.

Key topics include: Millennial capitalism, gig economy, automation and artificial intelligence (A.I.), big data and privacy, and carbon neutral lifestyle(s) in the 21st Century.

Section 2 【Course Objectives/Goals/Learning Outcomes】

The course will provide students with critical and analytical skills. Upon completion of the course students will be acquainted with general concepts, debates, and theoretical perspectives in contemporary social theory. Likewise, students will be able to critically assess pivotal (worldwide) socio-economic and socio-cultural challenges and opportunities in the foreseeable future.

Section 3-1 【Class Schedule/Class Environment, Literature and Materials】

Course Structure

The course consists of lectures, group discussions (see in-class exercises below), and student presentations. The inclusion of roundtable, think-pair-share, and role-playing exercises throughout the course will be contingent upon the number of students registered.

Course Guidelines

Students are expected to complete all reading assignments and coursework. In addition, students are expected to read international leading newspapers and specialized magazines on a regular basis.

The course requires reading approximately fifteen pages per lesson. The course materials reflect a) specialized vocabulary and theoretical/analytical underpinnings, and b) up-to-date international journalistic content. A minimum of 1.5 hours of student work (out of class) is required per lesson.

Attendance

In principle, students must attend all class meetings.

Excused absences: Students will be given attendance credit for any session that they miss, provided that it is documented in writing by a medical doctor's statement, or an official statement from Registrar's Office. No other absences will be excused.

Assignments/Coursework

Attitude and Participation:

Class participation is based on reading assignments. Therefore, students are expected to actively discuss and critically evaluate said materials. Students will be marked on both overall attitude (see classroom etiquette below) and quality of participation.

Open Contents Proposal:

A lesson of the syllabus is open for students to create its topic/contents. Each student will submit a proposal (via Blackboard, lesson 18) inclusive of rationale, approach, and proposed academic reading assignment (200-250 words in length). Likewise, students will present their proposals (approx. 5 min each) during lesson 18. The final decision on the winning proposal will be made by consensus.

*The winner of the OCP will lead the class discussion on lesson 26.

Individual Presentations:

Each student will prepare a 15-minute presentation for the class using software such as Keynote, Canva, Google Docs, Power Point or Prezi. The presentations will focus on a contemporary case study of socio-cultural change, chosen by each presenter. The contents of the presentation ought to draw on a minimum of seven sources of literature. Presentations will take place during lessons 29-30. Usual conditions of citations and bibliography will apply for both presentation report and slides.

All written papers must be typed in Times New Roman 12-point font, double-spaced, and formatted with 2.5-cm margins. Usual conditions of citations and bibliography will apply. The submission of written assignments is via Blackboard (PDF attachments only).

*Rubrics for each of the aforementioned will be provided in advance.

	Schedule of Instruction	Work outside of Classroom Activities
Lesson 1	Course Introduction	Reading assignment: Course syllabus and referencing guidelines
Lesson 2	Mapping out major socio-cultural shifts in the 21 st century I	Reading assignment: Miller (2001). 21st Century Transitions: Opportunities, Risks and Strategies for Governments and Schools. Paris: OECD.
Lesson 3	Mapping out major socio-cultural shifts in the 21 st century II	Reading assignment: UNDP (2022). Uncertain times, unsettled lives. Human Development Report 2021/2022. Ch. 1.
Lesson 4	Understanding social shifts/change	Reading assignment: TBD
Lesson 5	Millennials and Gen Zers	Reading assignment: Burke (2017). An Uncertain Future. Finance & Development, IMF pp. 1-7.
Lesson 6	Class exercise	Reading assignment: Markovitz (2021). We asked young people what changes they want for the future. Here's what they said. World Economic Forum, pp.1-9.
Lesson 7	Value and values in the 21 st century	Reading assignment: Klammer (2017). Doing the Right Thing: A Value Based Economy, Ch. 5.
Lesson 8	Class exercise	Reading assignment: Biesheuvel (2019). The problem with diamonds is they keep getting cheaper. Bloomberg.
Lesson 9	Millennial capitalism: Production and consumption	Reading assignment: Fraser and Jaeggi (2018). Capitalism: A Conversation in Critical Theory. Medford, MA: Polity, Ch. 2
Lesson 10	The Gig Economy	Reading assignment: Dewan & Ernst (2023). Rethinking the World of Work. Finance & Development, IMF: 23-25.
Lesson 11	Exercise: The gig economy	Reading assignment: Gibbons (2022). 3 Reasons Businesses Are Tapping into the Gig Economy. Forbes, pp. 1-5.
Lesson 12	Capitalism & the Covid-19 pandemic	Reading assignment: Scott (2017). 'Hipster Capitalism' in the Age of Austerity? Cultural Sociology, 11(1): 60-76
Lesson 13	Technology and innovation in the 21 st century	Reading assignment: Berg et al (2023). Technology's Bifurcated Bite. Finance & Development, IMF:34-37.

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Lesson 14	Class exercise	No scheduled readings
Lesson 15	Automation and A.I. systems (I)	Reading assignment: Tegmark (2018). Life 3.0: Being Human in the Age of Artificial Intelligence,. NY: Penguin, Ch. 7.
Lesson 16	Automation and A.I. systems (II)	Reading assignment: Tourpe (2023). Artificial Intelligence's Promise and Peril. Finance & Development, IMF:8-9.
Lesson 17	Consultation: On OPC	No scheduled readings
Lesson 18	Open contents proposal(s)	Class presentation & written submission
Lesson 19	Big data and privacy in the 21 st century	Reading assignment: Zwitter(2014). Big Data ethics. Big Data & Society, 2014: 1-6.
Lesson 20	UBI or Guaranteed income	Reading assignment: UNESCO (2021). Basic Income - On Data and Policy. Most Policy Papers 2:7-27.
Lesson 21	Cashless-based societies	Reading assignment: Mancini-Griffoli (2021). Dear Mom, Forget the Cash. Finance & Development, IMF:44-45.
Lesson 22	Blockchain applications (exercise)	Reading assignment: Naughton (Jan.2022). Will blockchain fulfil its democratic promise or will it become a tool of big tech? The Guardian.
Lesson 23	Post-Pandemic context(s): Institutional trust	Reading assignment: Shafik (2017). In Experts We Trust? Finance & Development, IMF: 38-40.
Lesson 24	Exercise	Reading assignment: TBD
Lesson 25	Mainstream and sub-culture(s)	Reading assignment: Henfler (2013). Subcultures: The Basics. London and NY: Routledge, Ch.2.
Lesson 26	Open contents lesson (winning proposal)	Reading assignment: TBD
Lesson 27	A climate-resilient world	Reading assignment: Thomas (2023). Risk & resilience in the era of climate change. Palgrave Macmillan.
Lesson 28	Low-carbon/carbon-neutral lifestyles	Reading assignment: Storm (2017). Packaging Food With Food to Reduce Waste. The New York Times, https://nyti.ms/2rkn5CL
Lesson 29	Final presentations	No scheduled readings
Lesson 30	Final presentations and course conclusions	No scheduled readings

Section 3-2 【Textbooks/Reading Materials】

No textbook will be used. All readings will be provided in advance (see Blackboard - Assignments tab).

Section 4 【Learning Assessments/Grading Rubric】

Grading Criteria:

Attitude & Class participation	20%
Pop Quizzes	30%
Open Contents Proposal	25%
Final Presentation	25%

Section 5 【Additional Information】

Classroom Etiquette

- No photography or audio recording of the lectures and in-class exercises is permitted
 - Do not chat with your classmates during classes and presentations
 - Be respectful of fellow students' views.
 - When in doubt about how you should speak, write, or act (e.g., addressing your instructor and peers), always err on the side of formality.
 - Do not sleep in class.
 - Smartphones are not allowed in class.
 - Tablets & laptops are only allowed for class contents.
- * Students who contravene any of the above-referenced will not earn attitude marks.

Email Etiquette:

When writing an email to your professor/instructor:

- Address your professor/instructor properly. Begin the email with “Dear Professor____,” “Dear Prof. _____,” or “Dear Dr. _____.” Do not begin the email without addressing your professor by their title and surname.
- Please be mindful of the tone of your message. Be polite, clear, and succinct. Any email to a professor should be composed like a formal letter.

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- Do not use texting lingo in emails. Please write in complete sentences with correct spelling, grammar, and punctuation.

The minimum email response time is 24 hours (during weekdays) and 48 hours (during weekends and holidays).

Urban Trends and Futures in Japan/East Asia

Instructor	Grace Gonzalez, Ph.D.
Office/Building	Honkan 709
Office Hours	TBA

Section 1 【Course Outline / Description】

This course examines the multidimensionality of contemporary East Asian cities through an interdisciplinary approach. To this end, the course reviews the most relevant and up-to-date theoretical and empirical literatures relating to Northeast and Southeast Asian cities. Emphasis throughout the course is placed on cities as spaces of everyday life and socio-economic change.

East Asian cities have increasingly undergone socio-economic and socio-spatial restructuring in order to respond to local and global processes. Thus, while attending to global drivers of change, the course examines the local/regional dynamics of East Asian cityscapes to shed light on current urban challenges and prospects. The course adopts both, comparative and (single) case study approaches.

Key topics include urban socio-spatial exclusion, gentrification, peri-urbanization, and environmental sustainability, among others.

Section 2 【Course Objectives/Goals/Learning Outcomes】

Upon completion of the course, students should be able to understand the global, regional, and local processes shaping the imagery, form and function of contemporary Japanese/East Asian cities. Likewise, students are expected to critically analyze the key challenges these cities face in the foreseeable future.

Section 3-1 【Class Schedule/Class Environment, Literature and Materials】

Course Structure

The course consists of lectures, group discussions (see in-class exercises below), and student presentations. The inclusion of roundtable, think-pair-share, and role-playing exercises throughout the course will be contingent upon the number of students registered.

Course Guidelines

Students are expected to complete all reading assignments and coursework. In addition, students are expected to read international leading newspapers and specialized magazines on a regular basis.

The course requires reading approximately fifteen-twenty pages per lesson. The course materials reflect a) specialized vocabulary and theoretical/analytical underpinnings, and b) up-to-date international journalistic content. A minimum of 1.5 hours of student work (out of class) is required per lesson.

Attendance

In principle, students must attend all class meetings.

Excused absences: Students will be given attendance credit for any session that they miss, provided that it is documented in writing by a medical doctor's statement, or an official statement from Registrar's Office. No other absences will be excused.

Assignments/Coursework

Attitude and Participation:

Class participation is based on reading assignments. Therefore, students are expected to actively discuss and critically evaluate said materials. Students will be marked on both overall attitude (see classroom etiquette below) and quality of participation.

Open Contents Proposal:

A lesson of the syllabus is open for students to create its topic/contents. Students will submit a proposal (lesson 14) inclusive of rationale, approach, and academic reading assignment (200 words in length). Likewise, students will present their proposals (approx. 5 min per proposal) during lesson 14. The final decision on the winning proposal will be made by consensus.

*The winner of the OCP will lead the class discussion on lesson 25.

City Branding Campaign:

Students (organized in teams) will present a short city branding campaign (submission: slides only). The branding campaign ought to focus on an East Asian city and include a catchy slogan that reflects the city's urban branding.

Quizzes/Exams:

A minimum of two pop quizzes will be administrated during the course.

Pop quizzes include multiple-choice and open-ended questions. The questions for these will be drawn from reading assignments and topics covered in class.

Final Presentations:

Presentations will be held in lessons 29-30. Students will prepare a 10-minute presentation (inclusive of Q&A) for the class using software such as Keynote or Power

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Point or Prezi. The presentations will focus on a contemporary East Asian CCI (case study) chosen by students. The contents of the presentation ought to draw on a minimum of seven sources of literature. Usual conditions of citations and bibliography will apply for both presentation slides.

*Rubrics for each of the aforementioned will be provided in advance.

	Schedule of Instruction	Work outside of Classroom Activities
Lesson 1	Course Introduction	No scheduled readings
Lesson 2	Urban Studies: An overview (part I)	Reading assignment: Jonas et al (2015). Urban Geography: A Critical Introduction. Ch. 1
Lesson 3	Urban Studies: An overview (part II)	Reading assignment: Jonas et al. (2015). Urban Geography: A Critical Introduction. Ch.1
Lesson 4	Asian Cities: Key issues and theoretical approaches I	Reading assignment: Scott & Storper (2014). The nature of cities: The Scope and Limits of Urban Theory. International Journal of Urban and Regional Research, DOI:10.1111/1468-2427.12134
Lesson 5	Asian Cities: Key issues and theoretical approaches II	Reading assignment: Ren & Luger (2014). Comparative Urbanism and the Asian City. International Journal of Urban and Regional Research, DOI:10.1111/1468-2427.12140
Lesson 6	Class exercise - Cities: On Form, Function, and Imagery	Reading assignment: Global Power City Index 2022. Institute for Urban Strategies. The Mori Memorial Foundation.
Lesson 7	Urban transformation in East Asia	Reading assignment: Yeung (2011). Rethinking Asian cities and urbanization: Four transformations in four decades. Asian Geographer 28 (1): 65-78
Lesson 8	Legacies of the Metabolist Movement	Reading assignment: Lin (2016). Metabolist Utopias and Their Global Influence: Three Paradigms of Urbanism. Journal of Urban History 42(3):604-622.
Lesson 9	Class exercise	Reading assignment: TBD
Lesson 10	Vernacular architecture (Taipei)	Reading assignment: Lin & Chen (2015). The Modern Vernacular Reassessed: The Socio-architectural Origin of

		the Taipei Walkup Apartments. <i>Journal of Urban History</i> 4 (5): 908-926.
Lesson 11	China's urban growth	Reading assignment: Farrell & Westlund (2018). China's rapid urban ascent: an examination into the components of urban growth. <i>Asian Geographer</i> 35 (1): 85-100.
Lesson 12	Peri-urbanization processes	Reading assignment: Webster et al (2014). The new face of peri-urbanization in East Asia: Modern production zones, middle-class lifestyles, and rising expectations. <i>Journal of Urban Affairs</i> 36 (1): 315-329.
Lesson 13	Consultation (on OCP)	No scheduled readings
Lesson 14	Open contents proposal(s)- teamwork	Class presentation and written submission (Blackboard)
Lesson 15	Social inequality and spatial exclusion	Reading assignment: World Bank (2014). Access to Affordable and Low-income Housing in East Asia and the Pacific. Washington: World Bank, Ch. 2.
Lesson 16	Gentrification and regeneration in East Asian cities	Reading assignment: Shun et al (2016). Introduction: Locating gentrification in the Global East. <i>Urban Studies</i> 53(3) 455–470.
Lesson 17	Urban Branding	Reading assignment: TBD
Lesson 18	Urban heritage preservation (Vietnamese & South Korean cities)	Reading assignment: TBD
Lesson 19	Urban tourism in East Asia (Ulaanbaatar)	Reading assignment: Gillen (2010). Tourism and Entrepreneurialism in Southeast Asian Cities. <i>Geography Compass</i> 4 (4): 370–382.
Lesson 20	Consultation (on CBC)	No scheduled readings
Lesson 21	Urban branding campaign (teamwork)	Class presentation (inclusive of slides)
Lesson 22	Urban branding campaign (teamwork)	Class presentation (inclusive of slides)
Lesson 23	Public space and civil activism in East Asian cities (exercise)	Reading assignment: Hou (2018). Governing urban gardens for resilient cities: Examining the 'Garden City Initiative' in Taipei. <i>Urban Studies</i> , Special Issue.

Lesson 24	Urban shrinkage in Japan/East Asia	Reading assignment: Matanle, P. (2017). Towards an Asia-Pacific 'Depopulation Dividend' in the 21st Century: Regional Growth and Shrinkage in Japan and New Zealand. <i>The Asia-Pacific Journal: Japan Focus</i> 15 (6 /5): 1-27.
Lesson 25	Open Contents Lesson (winning proposal)	Reading assignment: TBD
Lesson 26	Post-pandemic urbanism in East Asia	Reading assignment: Connolly (2022). The urbanisation of spatial inequalities and a new model of urban development. In: Shin, H-B et al. (eds.). <i>Covid-19 in Southeast Asia</i> . London: LSE Press.
Lesson 27	Climate-resilient East Asian cities	Reading Assignment: TBD
Lesson 28	Consultation (on FP)	No scheduled readings
Lesson 29	Final presentations (teamwork)	Class presentations (inclusive of slides)
Lesson 30	Final presentations (teamwork) and course conclusions	Class presentations (inclusive of slides)

Section 3-2 【Textbooks/Reading Materials】

No textbook will be used. All readings will be provided in advance (see Blackboard - Assignments tab).

Section 4 【Learning Assessments/Grading Rubric】

Grading Criteria

Attitude & Class participation	20%
Pop Quizzes	15%
Open Contents Proposal	20%
City Branding Campaign	25%
Final Presentation	20%

Section 5 【Additional Information】

Classroom Etiquette

- No photography or audio recording of the lectures and in-class exercises is permitted
 - Do not chat with your classmates during classes and presentations
 - Be respectful of fellow students' views.
 - When in doubt about how you should speak, write, or act (e.g., addressing your instructor and peers), always err on the side of formality.
 - Do not sleep in class.
 - Smartphones are not allowed in class.
 - Tablets & laptops are only allowed for class contents.
- * Students who contravene any of the above-referenced will not earn attitude marks.

Email Etiquette:

When writing an email to your professor/instructor:

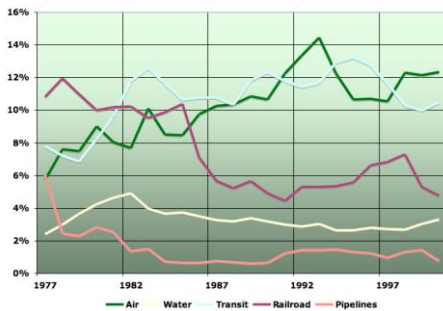
- Address your professor/instructor properly. Begin the email with “Dear Professor____,” “Dear Prof. _____,” or “Dear Dr. _____.” Do not begin the email without addressing your professor by their title and surname.
- Please be mindful of the tone of your message. Be polite, clear, and succinct. Any email to a professor should be composed like a formal letter.
- Do not use texting lingo in emails. Please write in complete sentences with correct spelling, grammar, and punctuation.

The minimum email response time is 24 hours (during weekdays) and 48 hours (during weekends and holidays).

KANSAI GAIDAI UNIVERSITY

ASIAN STUDIES PROGRAM

Marketing Across Cultures



Dr. Stephen A. Zurcher

Spring 2025 Semester

Course handbook

Marketing Across Cultures:

Course handbook Contents

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Course and contact details

Course organizer Dr. Stephen A. Zurcher
Contact details Office 6405
 szurcher@kansai-gaidai.ac.jp

Office Hours: By appointment only

Class Management Kansai Gaidai Blackboard

Harvard Course Pack

Harvard website for Marketing Across Culture
Required Fee is \$XX for International Bike Marketing Game

Course schedule time:

Wednesday 15:00 to 16:30 First session
Wednesday 16:40 to 18:10 Second session

Classroom location: 6304 ICC building

Course Description

This course will cover readings and discussions on marketing across culture with a focus on Asia. The course emphasizes the role of diversity in world markets and the importance of local consumer knowledge and marketing practices. A cross-cultural approach is used which compares national marketing systems and local commercial customs in various countries. Finally, the study of interaction between business people from different cultures is discussed and will be simulated in class using case studies. While examples in the course will be global, the focus will be on Asia and in particular Japan.

Course objectives

Students in this course will be exposed to the acculturation process as it applies to the business world. By living in Japan the influence of culture will be a daily occurrence. This class will help turn those experiences along with the learning and activities of our study to create within the students a cultural awareness and flexibility that will lead to greater success in an international business career or other global activities.

Course Schedule

Date	Week	Session	Topic
02/05/25	1	1	Course Introduction and Registration for Harvard Course Pack
		2	Chapter 1 Similarities and Differences Across and Within Cultures
02/12/25	2	3	Chapter 2 Communication and Language
		4	Hafu Movie Showing
02/19/25	3	5	Chapter 3 Intercultural Interactions in Business and Marketing
		6	In class game Cawabunga Negotiation
02/26/25	5	7	Guest Lecture by Mayumi Nakamura Ascent Partners
		8	Exam Chapters One to Three in Class (Bring PC)
03/05/25	5	9	Chapter 4 Market Entry and Expansion Decisions Across Cultures Online and Chapter 5 Cross-Cultural Marketing Strategy and Implementation
		10	Kyoto Costco Trip
03/12/25	6	11	Chapter Six Designing a Culturally Sensitive Business Plan basis for Final Exam assignment

		12	Cultural Branding by Holt Lecture
03/19/25	7	13	Guest Lecture by Michael Shearer AP VP McLaren Company
		14	Exam Chapters Four to Six in Class (Bring PC)
03/26/25	8		Spring Break
04/02/25		15	Case Study and Game Assignments
			Introduction to International Bike Marketing Game
04/09/25	9	16	Team Meetings to prepare for Case Study Presentations
04/16/25	10	17	Team Presentation One: Louis Vuitton in Japan
		18	Marketing Game Round One in Class
04/23/25	11	19	Team Presentation Two: Nestle KitKat in Japan: Sparking a Cultural Revolution
		20	Marketing Game Round Two in class
04/30/25	12	21	Team Presentation Three: Brand Singapore: Capturing the Spirit of a Nation
		22	Marketing Game Round Three in class
05/07/25	13	23	Team Presentation Four: Kidszania: Spreading Fun Around the World
		24	Final Exam Assigned & Marketing Game Round Four in class
05/14/21	14	27	Team Presentation Five: KFC in China
		28	Marketing Game Round Five in class Last journal entry to be completed this week and turned in
05/21/25	15	29	Team Presentation Six: BTS, K-Pop Goes Global
		30	Marketing Game Round Six in class Final Exam Business Plan due in class hardcopy format (no late acceptance)

Minimum Requirements

- ** Regular attendance is expected at all sessions
- ** Submission of assignments on time
- ** Active participation in all classes
- ** Full collaboration by each student on team projects
- ** Two to Three hours of preparation per class

Methods of Assessment

Summary (60% individual grading, 40% in teams)

- | | |
|--|-----|
| <input type="checkbox"/> Team Case Study Presentation | 20% |
| <input type="checkbox"/> Two Exams Total | 20% |
| <input type="checkbox"/> Final Essay Business Plan | 20% |
| <input type="checkbox"/> Team Marketing Game | 20% |
| <input type="checkbox"/> Journal by each student | 10% |
| <input type="checkbox"/> Active Participation in class | 10% |

Further details on course assessment

Case Study Project

Overview

The project is a core component of the course and is designed to develop a range of both academic and practical skills that can also be transferred to the global workplace. Further details will be provided but an outline of the components can be found below. Time is given in class for teams to prepare for their case presentations.

Presentation

Presentations are scheduled as per the course outline. Further guidance on presentations will be provided once the course has commenced. Presentation time is set for 45 minutes including question and answer time. Each team member must present to the class during the team presentation.

The specific criteria upon which you will be assessed are the following, each equally weighted:

- 1) Summary of case to class
- 2) Analysis of cultural elements in the case based on course content
- 3) Recommendations for the company/industry in the case
- 4) Creative aspects of the presentation
- 5) Team feedback form

As regards to preparing for your presentations, do feel free to consult me in advance either during office hours or by e-mail, especially if you need to book audio-visual equipment in advance.

Team Feedback Form from each student

Each student will be required to submit an individual confidential peer-evaluation of the contribution of team members to the case study work. Students failing to turn in their peer evaluation form will lose all the points attributed to teamwork on the case study. This portion will represent 20% of the case presentation grade.

Class participation

You are required to actively participate in class. We will often break into smaller groups for discussion and I will often seek comments from the class during lectures.

Work outside of the classroom

While not specifically assigned in order to complete class assignments, such as the case study assignment, students would benefit from activity outside the classroom. For example if your case study is Louis Vuitton you may want to visit a Louis Vuitton store in order to understand the marketing strategy used by the company in Japan. Also there is a very successful Kidszania in Kobe next to the Koshien baseball facility that can be visited for the Kidzania case

Student Journal

Students are required to write a journal for the course during the semester that will be collected at the end of the semester. You are required to make a one page or so journal entry per week over the fifteen weeks of our course. Use the Journal function in Blackboard.

Marketing Game in Class

For six sessions students in teams will compete with each other in an international marketing simulation game. There is a USA \$47.25 fee that students will need to pay in order to participate in the game and purchase the Rakuten Japan case study. The game and case study purchase is mandatory. The game results will be graded when it is completed on the last class session.

Final Exam

Your final exam paper will be to create a short business plan for a born global business you create. More details on this assignment will be given as we move to the last month of the semester. The basic overview of a culturally sensitive business plan is covered in the last chapter of our book, chapter six.

Required Readings

It is particularly important that you attend the class having completed the required reading. Failure to do so will seriously impair your ability to participate fully in the class. There may be additions to the required reading list during the course. The key text for this course (listed below) will be distributed to the students at the start of the course.

Key text

Business & Marketing Across Cultures, July 2023 Sage Publications

Authors: Julie Anne Lee, Jean-Claude Usunier and Vasyl Taras

280 pages

Other resources will be assigned as needed during the course of the class.

Global Management (CGE)
Management and Leadership D (ASP)
Management Across Cultures

Instructor	Linda A. Bohaker
Office/Building	Main Administration Building #912
Office Hours	Lunch times/by appointment

Section 1 【Course Outline / Description】

The management functions of planning, organizing, leading, and controlling are at work in all types of organizations – small and medium-sized businesses, large multinational companies, non-profit organizations, local/national governments, international organizations. As more and more individuals and organizations operate in a more interconnected, multi-cultural environment, there is a need to understand the basic concepts of management within a cultural context. With this goal in mind, this course explores traditional management theories and principles, as well as the demand for management innovation to better meet the needs of organizations in the 21st century. The course will also address how cultural values and beliefs shape the management practices of communication, decision making, leadership, planning, and organizational structures in businesses throughout the world.

Section 2 【Course Objectives/Goals/Learning Outcomes】

By the end of this course students will be able to

- explain the basic principles and functions of management
- define and explain the need for management innovation in the 21st century
- explain how cultural values and beliefs shape management practices
- articulate the management concepts and cultural values that shape their own management model/style

Section 3-1 【Class Schedule/Class Environment, Literature and Materials】

Class Date	Topics	Readings for Class	Assignments Due
------------	--------	--------------------	-----------------

Class 1	Introduction to the course Introduction to management Overview of management history	Review syllabus	
Class 2	Drucker – what is management; overview of three dimensions of management	Read Drucker, Chap. 1 (pp. 1-12), Chap. 2 (pp. 18, 23, 24) and Chap. 3 (pp. 26-33).	
Class 3	Drucker – management dimensions #1 and #3	Read Drucker, Chap. 8 (pp. 85, 89, 90), Chap. 9 (pp. 97-106), and Chap. 20 (pp. 213-220)	
Class 4	Drucker -- management dimension #2	Read Drucker, Chap. 17 (pp. 183, 187-190), Chap. 18 (pp. 191-196) and Chap. 19 (pp. 197-202).	
Class 5	Drucker – the manager's work	Read Drucker, Chap. 24 (pp. 250-257), Chap. 25 (pp. 260-266) and Chap. 27 (pp. 280-291)	
Class 6	Review of Drucker's model of management	Prepare to discuss Drucker's model of management	Written assignment #1

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Class 7	Deming – definition of quality	Read Deming, Chap. 1 (pp. 3-18), Chap. 2 (p. 19) and Chap. 3 (pp. 35-50)	
Class 8	Deming – discussion of 14 Points	Read Deming, Chap. 9 (pp. 113, 124-125) and assigned chapters from Chapters 10-14 (pp. 126-174).	
Class 9	Deming – discussion of 14 Points	Read assigned chapters from Deming, Chap. 15 (pp. 175-182), Chap. 16 (pp. 183-190), Chap. 17 (pp. 199-204), Chap. 18 (pp. 205-212), and Chap. 21 (pp. 242-243).	Written Assignment #2
Class 10	Review of Deming's model of management	Prepare to discuss Deming's model of management	
Class 11	Lencioni – building a team Possible Guest Speaker	Read Lencioni (pp. 187-220)	Written Assignment #3
Class 12	Exam #1 on management models of Drucker, Deming and Lencioni (graded discussion and written analysis), etc.		

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Class 13	Hamel – management innovation	Read Hamel, Chap. 2	
Class 14	Hamel – management innovation	Read Hamel, Chap. 3	
Class 15	Hamel – management innovation case study – Whole Foods Market	Read Hamel, Chap. 4	
Class 16	Hamel – management innovation case study – W.L. Gore	Read Hamel, Chap. 5	
Class 17	Hamel – management innovation case study -- Google	Read Hamel, Chap. 6	Written Assignment #4
Class 18	Hamel – management innovation	Read Hamel, Chap. 7	
Class 19	Hamel – management innovation	Read Hamel, Chap. 8	
Class 20	Exam #2 on Hamel's management model (graded discussion and written analysis)		
Class 21	Meyer – an overview of The Culture Map	Read Meyer, Introduction	
Class 22	Meyer – communication	Read Meyer, Chap. 1	

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Class 23	Meyer – evaluating/feedback	Read Meyer, Chap. 2	
Class 24	Meyer -- persuading	Read Meyer, Chap. 3	
Class 25	Meyer – leading and deciding	Read Meyer, Chaps. 4 and 5	
Class 26	Meyer – building trust and scheduling	Read Meyer, Chaps. 6 and 8	
Class 27	Meyer – disagreeing	Read Meyer, Chap. 7	
Class 28	Review of Meyer’s Model (The Culture Map)		Written Assignment #5
Class 29	Group Discussion on The Culture Map	Prepare for group discussion	
Class 30	Group Discussion on The Culture Map	Prepare for group discussion	
	Final Exam Period – date to be determined		Final Essay on Own Model of Management

Section 3-2 【Textbooks/Reading Materials】

Drucker, Peter F. *Management, Revised Edition*. New York: HarperCollins Publishers, 2008.

ISBN 978-0-06-125266-2.

Aguayo, Rafael. *Dr. Deming, The American Who Taught the Japanese About Quality*. New York: Simon & Schuster, 1990. ISBN 0-671-74621-9 Pbk.

Lencioni, Patrick. *The Five Dysfunctions of a Team*. 2002. ISBN 0-7879-6075-6.

Hamel, Gary. *The Future of Management*. Harvard Business School Press, 2007. ISBN: 978-1-4221-0250-3

Meyer, Erin. *The Culture Map, Breaking Through the Invisible Boundaries of Global Business*. Perseus Books Group, 2014. ISBN: 978-1-61039-250-1

Selected readings from these texts will be provided by the professor.

There may be a guest speaker to talk about his/her management experience and philosophy.

Section 4 【Learning Assessments/Grading Rubric】

Your evaluation will be based on the following:

25% = class participation and management journal

20% = written assignments

15% = Exam #1

20% = Exam #2

20% = Final Essay

Since class participation is a significant part of the student's contribution to the course and to his/her grade, regular attendance is expected. Being absent from class will lower your class participation grade. Students may discuss their class participation grade with the professor at any time throughout the term.

Exams and writing assignments will be graded and returned to students in a timely manner.

Asian Human Resource Management (HRM)

Instructor	Dr. S. N. JEHAN
Office/Building	
Office Hours	

Course Outline / Description

This course provides an in-depth exploration of human resource management (HRM) practices across Asia, emphasizing the cultural, economic, and institutional factors that shape HR strategies in the region. Students will gain an understanding of how unique cultural norms, labor market dynamics, and government policies influence recruitment, training, employee engagement, and performance management in Asian organizations.

The course offers comparative insights into HRM practices in major economies such as Japan, China, South Korea, and Southeast Asia, with special attention to Japan's traditional HRM models, including lifetime employment, seniority-based promotions, and group-oriented decision-making. Through case studies, students will analyze both the strengths and challenges of these practices and their applicability in a rapidly globalizing and digital world.

Practical topics include cross-cultural management, diversity, employee retention strategies, and the impact of globalization on HRM in Asia. Students will also explore how multinational corporations navigate the complexities of operating in Asian markets while aligning with their global HR strategies.

Real-world examples and case studies, such as Toyota's cross-cultural management practices and Panasonic's compensation systems, will be used to provide practical applications of HRM concepts. By the end of the course, students will be equipped to critically assess HRM practices in Asia and develop strategies to address the challenges of managing a diverse and dynamic workforce in this region.

Learning Assessments / Grading Rubric

1. **Class Participation:** 10%
2. **Class Quiz:** 20%
3. **Group Project and Presentation:** 30%
4. **Final Exam/Report:** 40%

Syllabus: International Business

Instructor	Dr. S. N. JEHAN
Office/Building	
Office Hours	

Course Outline / Description

This course introduces students to the dynamic and ever-evolving field of international business, focusing on the challenges and opportunities firms encounter in a globalized economy. Students will explore the foundational principles and theories of international trade, including the comparative advantage and modern trade dynamics, to understand the forces shaping the global marketplace.

Through this course, students will gain insights into market entry strategies, global competitive positioning, and the role of trade organizations and agreements such as the WTO, IMF, and regional trade blocs like the EU and ASEAN. Special attention will be given to cultural, economic, and political influences on international business operations, enabling students to critically assess the complexities of conducting business across borders.

The course also delves into the nuances of managing cross-cultural teams, addressing diversity, and adapting HR strategies for multinational corporations. Key topics such as international finance, currency risk management, and ethical issues in global trade will prepare students for the multifaceted nature of global business.

Real-world case studies, including Coca-Cola's entry into emerging markets and Walmart's global expansion strategies, will provide practical applications of theoretical concepts. By the end of the course, students will be able to develop strategies for entering and competing in international markets while understanding the broader implications of globalization on business operations and economic development.

Learning Assessments / Grading Rubric

1. **Class Participation:** 10%
2. **Class Quiz:** 20%
3. **Group Project and Presentation:** 30%
4. **Final Exam/Report:** 40%

Kansai Gaidai University
Asian Studies / Pre-Departure Program
Global Business and Political Issues with a Focus on Asia
International Fully Integrated Virtual Exchange (IFIVE): In-Person
Course Syllabus: Spring 2025

Course Information:

Class Times: Tuesday & Thursday 10:15 PM – 12:15 PM and On Demand

Classroom: In-Person Room 6304

Required Textbook: Reading Packet from The PRS Group; *Llewellyn Howell, Editor*

KGU Professor: Stephen A. Zurcher, DBA (Case Western University)

IFIVE Professor: Keith H. Sakuda, PhD (University of Hawaii West Oahu)

Email: szurcher@kansaigaidai.ac.jp

ksakuda@hawaii.edu

IFIVE Description:

This is an International Fully Integrated Virtual Exchange (IFIVE) course taught with the University of Hawaii West Oahu (UHWO). KGU ASP and UHWO students will work together on course requirements throughout the semester.

Course Description:

This course will examine the impact of the non-business environment (country and political risk) on foreign direct investment and international trade decisions, with a focus on Asia. Students will learn to assess the impact of issues such as ethnic tensions, terrorism, political instability, corruption, trade policies, and other non-business risk factors on business operations. An emphasis will be placed on understanding the relationship between socioeconomic factors, international politics (geopolitics), and global business.

Business requires an understanding of both the internal (things under the control of the business organization) and external (things not under the control of the business organization) environment. Most undergraduate business programs offer many courses on the internal environment, but nothing on the external environment. Analysis of the external environment is particularly important in international business because the diversity of political, socioeconomic, legal, and cultural environments. This course will introduce students to understanding the complexities of the world's external environments and its impact on businesses. Special attention will be paid to political and country risks, as well as designing methods to safeguard the people and assets of a business when operating overseas.

Course Objectives:

The course will be divided into two major components. The first component will focus on the definition and technical assessment of non-business risk (political risk). This component will include introductions to some of the major methods of measuring non-business risk, such as the International Country Risk Guide and the Coplin-Oleary models by the PRS Group.

The second component of the course will focus on weekly assessments of current non-business risk events and their impact on the business world. These assessments will be for specific

countries and will be presented in written and oral reports. This component will also introduce various methods of non-business risk management and other strategies to safeguard human and physical assets.

Student Learning Objectives:

1. Learn how to write short concise summary reports
2. Learn how to write short concise critical analysis reports
3. Learn how to present short concise oral reports
4. Learn how to design and present formal presentations
5. Learn the location of key geopolitical countries/economies/hotspots
6. Learn to evaluate and analyze current business and political events
7. Learn the differences between country risk, economic risk, financial risk and political risk.
8. Learn how to forecast and assess international external risk conditions
9. Learn how to quantify political risk
10. Learn weighted probability methods to quantify country risk factors
11. Learn how to calculate and modify weighted probability risk assessment tables
12. Learn the 1986 Economist Model from the Economist Intelligence Unit
13. Learn the International Country Risk Guide Model from the PRS Group
14. Learn the Coplin-O'Leary Risk Forecasting Methodology from the PRS Group
15. Learn various risk management strategies for business and personal safety
16. Learn the basics of political risk insurance and its availability to businesses
17. Learn how to calculate and modify weighted probability risk assessment table

In addition to the above learning objectives, presentations on various topics related to political risk and country risk have been prepared.

Attendance & Participation Policy:

Attendance and preparation are important aspects of this course. Daily attendance may be taken at the beginning of class. If chronic absenteeism or tardiness becomes a problem, random quizzes may be given at the beginning of class. Preparation includes, but is not limited to, the reading of assignments, the completion of assigned homework and pre-Zoom assignments, and the bringing of appropriate materials to class.

Active participation is strongly recommended for successful learning. Attendance will NOT serve as a proxy for participation. Students who do not participate in class activities and discussions may be asked to leave the course. In addition, actions which detract from the learning process, or which distract other students will not be tolerated. Offending students may be asked to leave the course.

IFIVE: This is an International Fully Integrated Virtual Exchange (I-FIVE) course. Our class will be merged with a university in Hawaii to create an international learning environment. Students must be willing to actively participate in the international classroom and work with the Hawaii students outside of the classroom in groups using communication technologies.

This course will be primarily in-person. Students who are unable to attend an in-person class may NOT be allowed to connect via Zoom. Students must also bring their own wifi-enabled device capable of accessing the internet and Zoom, such as a laptop, tablet, smartphone, etc.,

and headphones to each in-person session. These devices must be activated during class so students in Hawaii can engage in face-to-face virtual interactions.

Zoom Sessions: There will be several Zoom sessions during the semester in place of the regularly scheduled in-person classes. All students are required to attend and actively participate in the Zoom sessions. Failure to attend a Zoom session is the equivalent of missing a class. During the Zoom sessions students are expected to conduct themselves in a professional and respectful manner. Zoom sessions will be recorded by the professor for his own records, but they will not be available to students for online viewing. Therefore, students should take diligent notes during the session. Students are required to maintain a live video feed during the Zoom sessions (cameras on). The professor will monitor the feed to ensure attendance. Although the professor may occasionally block his own video feed, students should maintain their own video feeds throughout the course. Students are also required to mute their microphones when they are not speaking to ensure optimum sound quality for those who are speaking.

Pre-Zoom Assignments: Students will be required to complete certain readings, videos, handouts, quizzes, and other assignments prior to attending class or the Zoom sessions. These assignments are designed to ensure students are prepared for the Zoom sessions and can participate in activities.

Laulima: The University of Hawaii uses a learning management system known as Laulima (Hawaiian for “many hands working together”). It is like BlackBoard and other online learning management systems. Students will be required to create a Laulima account to participate in the class.

Exam:

There will be two exams during the course of the class. Both exams will be administered through the Laulima TESTS & QUIZZES. Exams may consist of multiple-choice questions, short essays, case studies, variable matching, and other types of questions. Material for the exam will come from the readings and class lectures.

Country Report: Group Presentation

Students will research their selected country from a political and non-business risk perspective and provide an oral report about the country’s basic sociopolitical information, current events relevant to its economy and business environment, and the current status of foreign direct investment risks in the country. All students doing the same country must work together to present their report as a video presentation. Details will be provided in a separate handout.

Current Events Reports: Written Reports & Oral Reports

The main feature of this course is the current event reports. This assignment is designed to have students learn about current international events and analyze their impact on the world of business specific to a country. Once a week students will find a news article about an incident or event that changes the political or non-business risk profile of a country. Specific details on the Current Event Reports will be available on Laulima RESOURCES.

Written Report: Students will be required to analyze and summarize an event in their country that impacts the risk profile of the country. They must summarize the event in one paragraph (100 words or less), and they must also explain in one paragraph (100 words or less) how the event will impact the risk profile of a country.

Oral Report

Zoom Oral Report: Students will be required to provide a **3-4** minute Zoom presentation of an event which impacts the risk profile of their country. The report will be presented during Zoom sessions. After presenting their report, students must field questions from the class related to the event.

Video Oral Report: Students will be required to provide a **3-4** minute video presentation of an event which impacts the risk profile of their country. The video report will be posted to Lulima and students will be required to watch and comment on their classmates' presentations. Students must respond to questions from the class related to the event. Failure to post to the discussion board will negatively impact one's Attendance & Participation grade.

Scores for Zoom and video reports will be combined and graded on a curve.

Final Presentation (Business Risk Presentation):

Students will report on a political or non-business risk/threat in a specific country. The report should provide background information about the country and risk, an estimation of the threat potential of the risk, and a risk management strategy to reduce exposure to the risk. Students doing the same country must work together to present their country report during a Zoom session. More details will be provided in a separate handout.

Submitting Assignments:

All materials must be submitted via Lulima ASSIGNMENTS as either an MS-Word or PDF format with the appropriate file name. Failure to submit in an appropriate format or file name will result in a grade deduction. Assignments that are not listed in ASSIGNMENTS can be submitted via Lulima DROP BOX, but students must also email the professors because DROP BOX does not provide a notification when something is submitted. See Lulima RESOURCES for more details.

Grading Policies:

Attendance & Participation	20%
Country Report Video Presentation	10%
Current Event Assignments	
Oral Reports	30%
Live (15%)	
Video (15%)	
Written	5%
Total	35%
Exam #1 & #2 (@10%)	20%
ICRG, Geography, APA Quiz	5%
Final Presentation	10%
TOTAL	100%

A.....	100% - 94%
A-.....	93% - 90%
B+.....	89% - 87%
B.....	86% - 83%
B-.....	82% - 80%
C+.....	79% - 77%
C.....	76% - 73%
C-.....	72% - 70%
D+.....	69% - 67%
D.....	66% - 63%
D-.....	62% - 60%
F.....	Below 60%

Weighted Probability Table (BONUS) 2.5%

TOTAL with Bonus 102.5%

Students will be required to provide a four (4) character personal identification code (PIC). The code will be used when posting point totals for students' review. Students are strongly encouraged to check their scores against the posted information. Any discrepancies should be reported immediately to the instructor.

Tentative Course Syllabus and Schedule:

This syllabus and following course schedule are tentative drafts. After students have had an opportunity to provide feedback, a final syllabus and set schedule will be posted on the course website. Once a final syllabus and set schedule have been posted, this syllabus and schedule will be out of date.

Tentative Course Schedule
Online MGT 370: Global External Environment

Week	Sunday - Saturday	Class Description
1	February 4: KGU Only Reading: Syllabus <i>Introduction to Political Risk</i>	Welcome to MGT 370 What is External Risk Current Event Reports Overview Homework Video: Introduction to Political Risk
1	February 6: IFIVE #1 Reading: <i>Global Dangers (Laulima)</i> <i>Economist: Countries in Trouble</i>	Pre-Class Assignments Video: Risk Assessment, Forecasting, & Quantification Video: Economist Model IFIVE Introduction to IFIVE Ice Breaker Activity Country Selection in Class Economist Model Review Homework: Post Introduction Videos
1	February 13: IFIVE #2 Reading: <i>International Country Risk Guide</i>	Pre-Class Assignments PRS ICRG Model CQ Assessment* IFIVE PRS ICRG Model Homework: Current Event Report #1
3	February 18: KGU Only	KGU Practice Current Event Reports CQ Articles
3	February 20: IFIVE #3 Reading: <i>Control Risks Group</i>	Pre-Class Work: Control Risks Group IFIVE Current Event #1 (ICRG Model Variables) Travel Risks Homework: Country Report Video Due
4	February 27: IFIVE #4	Pre-Class Work: View Country Reports IFIVE ZOOM: Current Event #2 (ICRG Model Variables) Geography Quiz Homework: Current Event Report #3

5	<p>March 6: IFIVE #5</p> <p>Reading: <i>Transparency International</i></p>	<p>Pre-Class Work: Corruption & USFCPA</p> <p>IFIVE: Current Event #3 (ICRG Model Variables) Corruption Scenarios</p> <p>Homework: Current Event Report #4</p>
6	<p>March 13: IFIVE #6</p>	<p>Pre-Class Work: Geography</p> <p>IFIVE: Current Event #4 (ICRG Model Variables) Review Day #1</p> <p>Homework: Exam #1</p>
7	March 20: NO CLASS – Spring Equinox	Current Event Report #5
KGU SPRING BREAK (March 23 – 29)		
8	<p>April 3: IFIVE #7</p> <p>Reading: <i>PRS Model (Coplin-O’Leary)</i></p>	<p>re-Class Work: PRS Coplin-O’Leary Model USA Regime Analysis</p> <p>IFIVE: Current Event #6 (ICRG Model Variables)</p> <p>Homework: Current Event Report #7</p>
9	<p>April 10: IFIVE #8</p> <p>Reading: <i>A Political Risk Manager’s Toolkit</i> <i>Political Risk Insurance</i></p>	<p>Pre-Class Work: Managing Political Risk Political Risk Insurance Business Risk Presentation Overview</p> <p>IFIVE: Current Event #7 (ICRG Model Variables) Emergency Planning</p> <p>Homework: Current Event Report #8</p>
10	<p>April 17: IFIVE #9</p> <p>Reading: <i>Sea Piracy as Political Risk</i></p>	<p>Pre-Class Work: Sea Piracy Nuclear Proliferation</p> <p>IFIVE: Current Event Report #8 Nuclear Proliferation Simulation</p> <p>Homework: Current Event Report #9</p>
11	<p>April 24: IFIVE #10</p> <p>Reading: <i>Rice-Zegart Mode</i></p>	<p>Pre-Class Work: Rice-Zegart Model</p> <p>IFIVE: Current Event Report #9 Tournament of Risks</p>

		Homework: Business Risk Presentations
12	May 1: IFIVE #11	Pre-Class Work: Business Description Videos Due Sunday IFIVE: Business Risk Presentations Homework: CQ Assessment*
13	May 8: KGU Only	Pre-Class Work: TBD IFIVE: Golden Week Homework: IFIVE Survey
14	May 15: KGU Only	Pre-Class Work: TBD IFIVE: IFIVE Review Exam #2 Review Exam #2
15	May 22: KGU Only	IFIVE Review

Written assignments must be submitted as MS-Word via ASSIGNMENTS

Culinary Tourism: Theories and Concepts

Section 1

Instructor/Title	Dr. Watson Baldwin
Office/Building	6408
Office Hours	TBD
Contacts (E-mail)	wbaldwin@kansaigaidai.ac.jp

【Course Outline / Description】

Culinary Tourism: Theories and Concepts explores a number of issues that explain what culinary tourism is, how it works and what internal and external factors influence successful tourism operations. The subject adopts a multi-disciplinary perspective that allows students to examine the meaning of culinary tourism to the individual, the structure of tourism and its component elements and the management of tourism from the perspective of the market place.

Section 2

【Course Objectives/Goals/Learning Outcomes】

Subject Learning Outcomes

The definitive course document identifies the key outcomes of the subject to:

- Evaluate Concepts and Theories in Culinary Tourism
- Analyze the structure, products, services, and interactions in tourism and hospitality
- Examine the role of culinary tourism in communities and environments
- Evaluate theories of culinary tourism by adopting a multi-disciplinary perspective
- Communicate and respond to the diversity within the hospitality and tourism industry
- Evaluate issues and apply professional skills and management knowledge to complex and unstructured problems in hospitality and tourism industry

To this end, the goals of this subject are:

- to introduce students to key theories and concepts that have driven the development of our understanding of culinary tourism as a personal experience and as a commercial enterprise
- to enable students to apply theory to the examination of tourism in its broad context
- to enable students to critically review published material and other tourism related research

Section 3

【Class Schedule/Class Environment, Literature and Materials】

Teaching and Learning Methods

The purpose of this subject is to have students consider some of the key theories and concepts that have led to our understanding of culinary tourism. To do so, students must be actively involved in the discussion. Thus, lectures and seminars will be interactive. Each lecture/seminar will include:

- formal lectures and
- seminar /tutorial discussing the various assigned readings.

The set of lectures is divided into 5 themes, including:

- defining tourism and culinary tourism
- examining the structure of tourism and its component parts
- examining the key factors that influence successful tourism and culinary tourism
- the individual and tourism
- sustainability.

Class Outline and Lecture Topics

The following topics will be covered:

1. *Tourism-Concepts and Theories*
 - History of Tourism
 - Critical Analysis of Food and Tourism
 - Defining Tourism and Culinary Tourism
 - Culinary Systems
2. *Tourism and Consumer Behavior*
 - Travel Decisions
 - Types of Tourism and Tourists
 - Lifecycle Models and Tourism- Plog
 - Hofstede and the Social Construct of Taste
3. *Culinary Tourism- Push and Pull Factors*
 - Attractions and Demand Generators
 - Types of Food Tourists
 - Culinary Tourism and Special Interests
4. Culinary Tourism Impacts

- Sustainable Tourism
 - Social and Cultural Distance in Culinary Tourism
5. *Culinary Tourism- Marketing and Promotions*
- Food and Beverage aspects of Tourism
 - Destination Marketing Organizations
 - Traditional and Social Media
6. *Tourism as a Complex System*
- Chaos Theory and Tourism
 - Chaos Theory and Culinary Tourism
7. *Tourism in Japan*
- Motivators
 - Big Data Analysis of Japanese Tourism
8. *Tourism Sociology and Culinary Tourism*
- Safety and Security in Tourism
 - Culinary Tourism Experiences and Perspectives
9. *Tourism- Culinary and Gastronomy*
- Defining Culinary Tourism and Gastronomic Tourism
 - Differences and Similarities
10. Japan and Culinary Tourism
- Washoku and World Heritage
 - Regional Japanese Cuisine
 - Sake and Beverage Tourism

Week	Lesson	Topic	Remarks	Readings- All readings are to be completed by the second class period of the week

1 Feb 3-7	1 & 2	Introduction and Overview of Culinary Tourism Theories and Concepts	<ul style="list-style-type: none"> • Review Syllabus and Class Expectations • Review Assessments • Introduction to Culinary Tourism Theories and Concepts • Industry Jargon and Terminology 	None
2 Feb 10-14	3 & 4	Culinary Systems and The Tourist: Typology and Behavior Part 1	<ul style="list-style-type: none"> • Culinary Tourism and Systems • Tourist Typology and Behavior • Tourism Motivations • Social Construct of Taste and its effect on Tourism 	<p>“A typology of gastronomy tourism” Hjalager 2016</p> <p>Tourism and Gastronomy pp 21-35</p>
3 Feb 17-21	5 & 6	Culinary Systems, Tourism and The Tourist Typology and Behavior Part 2	<ul style="list-style-type: none"> • Tourism as a Complex System • Travelers and Tourism Services • Access and Interactions 	
4 Feb 24-28	7 & 8	Accommodations and Food and Beverage in Tourism; An overview of Culinary Tourists Part 1	<ul style="list-style-type: none"> • Hotel Accommodations • Confucianism and Hospitality • Paradigm of Asian Hospitality and Tourism • Digital Culinary Tourism Review 	Quiz 1- Online
5 Mar 3-7	9 & 10	Accommodations and Food and Beverage in Tourism; An overview of Culinary Tourists Part 2	<ul style="list-style-type: none"> • Food and Beverage • Types of Culinary Tourists • Chefs as Culinary Tourists • Discussion Paper Introduction 	<p>“Still undigested: research issues in tourism and gastronomy” Hjalager & Richards 2016</p>

				Tourism and Gastronomy pp 224-234
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6 Mar 10-14	11 & 12	International Tourism and Tourism Models	<ul style="list-style-type: none"> • Plog and Tourism Lifecycle Models • International Tourists and Tourism • Chaos Theory and Tourism 	“Chaos theory in tourism” McKercher 2009 In-class review for the midterm
7 Mar 17-21	13 & 14	Midterm Test & Culinary Tourism Review		
		Spring Break Mar 24-29		
8 Mar 31-Apr 4	15 & 16	Sustainability and Culinary Tourism Part 1 <ul style="list-style-type: none"> • UNWTO and Sustainable Tourism • Sustainable Food Issues and Sourcing Sustainable Food and Beverage Management		
9 Apr 7-11	17 & 18	Sustainability and Culinary Tourism Part 2	<ul style="list-style-type: none"> • The Big Picture of Sustainability in the Culinary Industry • Agriculture • Animal Husbandry 	“Sustainable Gastronomy as a tourism product” Scarpato 2016 Tourism and Gastronomy pp 132-152
10 Apr 14-	19 & 20	Political and Economic Impact	<ul style="list-style-type: none"> • Economic Growth and Tourism • Political Impacts 	

18		of Tourism	<ul style="list-style-type: none"> Socio-Cultural Impacts 	
11 Apr 21- 25	21 & 22	Post-Covid Culinary Tourism Trends	<ul style="list-style-type: none"> Revenge Travel Virtual Tourism Luxury Tourism Health and Wellness Tourism Culinary Tours 	Quiz 2- online
12 Apr 28- May 2	23 & 24	Japan, Washoku and Culinary Tourism Part 1	<ul style="list-style-type: none"> The Case of Japanese Culinary Tourism Regional Japanese Cuisine Japan and the Michelin Guide 	“Gastronomy tourism, the case of Japan” UNWTO Chapters 1&2
13 May 5-9	25 & 26	Japan, Washoku and Culinary Tourism Part 2	<ul style="list-style-type: none"> JNTO (Japanese National Tourism Organization) Regional Japanese Tourism Data Japanese Festivals UNWTO Gastronomy Cities 	“Gastronomy tourism, the case of Japan” UNWTO Chapter 3
14 May 12- 16	27 & 28	Sake and Beverage Tourism in Japan And Discussion Paper Work Shop	<ul style="list-style-type: none"> F&B Tourism in Japan Discussion Paper Workshop 	
15 May 19- 23	29 & 30	Discussion Paper Workshop	<ul style="list-style-type: none"> Workshop Culinary Tourism & Media 	Discussion Paper Due Date TBA

【Textbooks/Reading Materials】

A. Reading List

• **Essential References:**

1. Cook, R., Hsu, C., & Taylor, L. (2017) *Tourism: The Business of Hospitality and Travel* Pearson Publishing USA.

2. Long, L. (2013) *Culinary Tourism* The University Press of Kentucky USA.
3. McKercher, B. (2020) *Tourism Theories, Concepts* Goodfellow Publishers USA
4. Sloan, D. (2004) *Culinary Taste: Consumer Behavior in the International Restaurant Sector* Elsevier USA

• **Other References:**

5. Hall, C., Sharples, L., Mitchell, R., Macionis, N., and Cambourne, B. (2003) *Food Tourism Around the World: Development, Management and Markets* Elsevier USA
6. Hjalager, A. & Richards, G. (2003) *Tourism & Gastronomy* Routledge Publishing
7. Kittler, P. & Sucher, K. (2008) *Food and Culture 5th Edition* Thomson Wadsworth USA
8. Everett, S. (2016) *Food and Drink Tourism* Sage Publishing

• **Web Resources:**

1. Ministry of Agriculture Forestry and Fisheries Japan (MAFF)
[<https://www.maff.go.jp/e/policies/market/index.html>]
2. JFOODO
[[https://www.jetro.go.jp/en/jfoodo/#:~:text=JFOODO%20\(The%20Japan%20Food%20Product,promoting%20them%20widely%20around%20the](https://www.jetro.go.jp/en/jfoodo/#:~:text=JFOODO%20(The%20Japan%20Food%20Product,promoting%20them%20widely%20around%20the)]
3. Japanese National Tourism Organization
[<https://www.japan.travel/en/us/>]
4. Japan Online Media Center
[https://business.jnto.go.jp/?locale=en_US]

Additional International Web-based Resources can be in the “Supplemental Web-based Resources Document”

Section 4

【Learning Assessments/Grading Rubric】

- ← Percentage breakdown of assessments
- ← Grading procedure in details

Class Contact Hours

Lecture	:	28 hours
Tutorial	:	14 hours

J. Learning and Teaching Strategies

A mixture of learning and teaching approaches and strategies embracing a series of lectures, tutorial classes, field visit(s) and an e-learning platform will be adopted to help students build up specialized knowledge and achieve learning outcomes:

1. Lectures will be used to deliver the content of major topics listed in the module outline for a large number of students. Examples and cases from relevant sectors will be used for illustration. Guest speakers from the industry will also be invited to share relevant experiences with students.
2. Tutorial classes will be used to facilitate interactive discussions and self-learning in a small class setting. Individual students are encouraged to freely exchange their personal ideas and opinions, and inquiries arising from the lectures and course work.
3. Field visit(s) to restaurant back-of-house area and major facilities will be arranged. By observing and learning from practitioners working in authentic frontline conditions, students can extend their knowledge and widen their perspectives to complement theories learnt in Lectures and Tutorials.
4. An e-learning platform will be adopted to provide a channel for easy access of pre-class reading materials and online resources in relation to the Lecture and Tutorial topics.

K. Assessment Strategies

Assessment will be criteria-based and require students to demonstrate the achievement of the module learning outcomes. The following abilities will be assessed through coursework, including quizzes, a discussion paper and a mid-term test:

1. Ability to identify and evaluate culinary tourism terminology and the various forms of theories and concepts against operational statistics and industry benchmarks for hospitality and tourism enterprises; and
2. Utilize specialized knowledge and skills to exam the role of culinary tourism in communities and the environment; and
3. Understand the fundamentals and global influences of tourism and gastronomy and culinary culture in a hospitality context.

The percentage contributions of the assessment items to the overall module assessment are:

Quizzes (2x)	:	30%
Midterm Test	:	30%
Discussion Paper		40%

The contributions of the assessment methods to the CLOs are:

Assessment Methods	C L O	C L O 2	C L 1
Quizzes (x2)	✓	✓	
Mid-term Test	✓	✓	
Discussion Paper	✓	✓	✓

Written Quiz: Students are required to demonstrate their ability to integrate a wide range of knowledge pertinent to culinary tourism, theories and concepts. They are also expected come up with reasonable explanations/discussions under given circumstances.

Multiple choice, and true false questions are used to assess students' analytical ability and critical thinking skills.

The **Mid-term Test** requires students to demonstrate their ability to integrate culinary tourism theories, and come up with reasonable explanations / discussions under given circumstances. Multiple choice, true-false, open-ended and case study types of questions are used to assess students' analytical ability and critical thinking skills.

The **Discussion Paper** is a written assignment to be submitted towards the end of the semester. It aims to assess students' intellectual ability to evaluate a given topic related to Japan, culinary tourism, & theories and concepts by synthesizing the latest research findings, secondary data, public opinion, personal experience and judgement, as well as the concepts and theories learnt in Lectures and Tutorials. Discussion Paper Rubric found below:

Criteria		Weighting
Acquiring information	Students will search for information to support the topic with questions formulated and seem to understand the crux. Relies on sources that are relevant.	20%
Defining the relevant issues in environmental sustainability management	The problem is defined correctly and key information is relevant.	20%
Analyzing information and issues	Some evidence related to the issues using proper references i.e. academic journals, articles, videos, books etc. Priorities factors, or studies some of the considerations when analyzing the issues.	20%
Employing specialized knowledge and approaches to solve problems	Students apply prior knowledge to solve current problem. And review or summaries of prior knowledge for gathering useful information. Stays strictly within the original guidelines and concepts.	20%

References, Spelling and Grammar	Students have provided appropriate references and citations using APA format throughout the paper. Proper spelling and grammar are taken into account with minimal error. Meeting word limit.	20%
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Finance for Technology and Innovation

Instructor	Dr. S. N. JHEAN
Office/Building	
Office Hours	

Course Outline / Description

This course explores the critical role of finance in driving technological advancements and innovation. It is designed to provide students with a foundational understanding of how financial principles, tools, and strategies are applied to support innovation-driven enterprises. Students will learn about funding mechanisms, including venture capital, angel investors, crowdfunding, and corporate financing, that are crucial for startups and R&D-focused businesses.

The course emphasizes financial decision-making processes tailored to the high-risk, high-reward nature of technology ventures. Topics such as financial planning, risk management, valuation methods, and performance metrics are contextualized within the unique challenges faced by technology companies. Real-world case studies and collaborative activities will enable students to connect theoretical knowledge with practical applications, ensuring a hands-on understanding of finance's impact on innovation.

This course balances conceptual clarity with practical skills, ensuring students are equipped to tackle financial challenges in tech startups, established firms, and multinational corporations. Whether aspiring entrepreneurs or future finance professionals, students will gain valuable insights into fostering innovation and achieving business success in an increasingly competitive and technology-driven world.

Learning Assessments / Grading Rubric

1. **Class Participation:** 10%
2. **Weekly Assignments:** 20%
3. **Group Project and Presentation:** 30%
4. **Final Exam/Report:** 40%

Intercultural Communication in Japan (ASP)

Section 1

Instructor/Title	Scott Lind, Ph.D. / Associate Professor
Office/Building	#3312 / Building #3
Office Hours	After class meetings and by appointment
Contacts (E-mail)	slind@kansai.ac.jp

COURSE RATIONALE

Communicating in an international context requires an understanding of factors that affect interaction between people from diverse cultural perspectives. The ability to look beyond cultural differences to recognize and appreciate the motivations of others is important in developing communicative competence in a foreign language. Study of intercultural communication theory and research is critical to the success, relational development, and satisfaction of students who strive to maximize their language and cultural learning while in Japan.

COURSE DESCRIPTION

This course is a practical introduction to theory and research in the field of intercultural communication as applied to a Japanese context. The primary course content focuses on perceptions, behaviors, values, and cultural patterns of human interaction, thereby assisting students in developing a clearer understanding of their own communicative perspectives as related to life in Japan. A variety of methods and activities, including class discussion, groupwork, lecture, cultural enactment, video critique, storytelling, critical incident, written reflection, and in-class engagement, will be used to help students to develop intercultural communicative competence.

COURSE TOPICS

History of ICC
Intercultural competency
Perceived cultural difference
Culture and communication
Culture and education
Acculturation
Cultural values
Identity
Language and culture
Nonverbal communication and culture

Section 2

COURSE OBJECTIVES

The specific course objectives are as follows:

- To gain insight into theory and research in the field of intercultural communication
- To develop skills to observe, analyze and understand intercultural encounters in daily

life

- To apply the basic concepts of intercultural communication to the experience of living and working in a foreign context

Section 3

DETAILED 30 DAY COURSE CALENDAR

- Day 1: Get acquainted; Course introduction; Introduction to Intercultural Communication. Encoding & decoding exercise. Discussion of course policies and expectations (Note: Attendance for discussion of course policies is critical for student success in the course.)
- Day 2: Defining Intercultural Competency; Staircase Model of ICC Competency.
- Day 3: Developmental Model of Intercultural Sensitivity; Perspectives on intercultural investigation.
- Day 4: History of the field of Intercultural Communication; Ancient counting exercise.
- Day 5: Model of Difference (pgs. 1-9); Prepare for Cultural Briefings & Otulp exercise. Create a list of suggestions for helping a foreign person adjust to living in your hometown/country. Specify circumstances of person (age, marital status, interests, cultural knowledge, etc.) and reason (work, school, moving with parents, etc.) they are moving to your hometown/country. Assign: Cultural-specific briefing
- Day 6: Culture and Communication (pgs. 12-29); Cultural briefing for foreign business person acculturating to work in Osaka.
- Day 7: Students present culturally-specific briefings to class. Review and update suggestions for interacting in unknown culture. Otulp exercise. Assign: Teaching module activity.
- Day 8: Culture and Education (pgs. 66-80)—Purpose of education, content of education, educational systems, cultural styles, learning styles, expectations in education. Discuss Cultural Introduction Presentation; Sign up for speaking days.
- Day 9: Culture and Education cont. (pgs. 66-80) --Teaching modules and student teaching demonstrations due—Submit documentation of lesson.
- Day 10: Acculturation (pgs. 114-130) – Concerns with acculturation, Hierarchy of needs, U-curve of acculturation, W-curve of entry/reentry, Hero's journey, Sense-making model, and long-term adaptation. Due on Blackboard: Submit rough draft outline of Cultural Introduction Presentation on Blackboard under Assignments, including list of possible outside sources.

- Day 11: Acculturation (pgs. 114-130) cont.--Student discussion on acculturation:
“Acculturating to a New Country” 1) What were/are your concerns, questions, and curiosities about living in another country? 2) Present resource about studying abroad or living abroad. 3) Share an interesting source of information that is helpful to people who will study abroad. 4) What specifically did you learn from the source? 5) What do you like about the source? (Note: Follow APA style guidelines when citing sources.)
- Day 12: Critical discussion of ICC issues not related to examination; Exam #1 (Topics: Model of Difference, Culture & Comm., Education & Culture, Acculturation, and Special Readings. Note: By order of the University, students are not permitted 90 minutes to complete the exam. Accordingly, students are limited to 60 minutes to complete the exam.)
- Day 13: Discussion/review of issues addressed during semester and preview of topics of remainder of course, as related to student performance. Individual consultations available at request of student.
- Day 14: Cultural Introduction Presentations
- Day 15: Cultural Introduction Presentations
- Day 16: Cultural Introduction Presentations
- Day 17: Cultural Introduction Presentations
- Day 18: Cultural Values (pgs. 132-150) – Personal values, cultural values, perceptions and behavior.
- Day 19: Cultural Values cont. (pgs. 132-150) – Navigating cultural values.
- Day 20: Cultural Identity (pgs. 80-88) – Role of identity in society, definitions, typology of identity, ways to enact identity. Discuss final presentation; Sign up for speaking days.
- Day 21: Cultural Identity cont. (pgs. 80-88) – Role of identity in communication
- Day 22: Language and Culture (pgs. 151-165) – Functions of language, defining language, and culturally-specific rules for language use.
- Day 23: Language and Culture cont. (pgs. 151-165) – Connections between language and culture, language & meaning, and language & thought.
- Day 24: Nonverbal Communication (pgs. 166-183) – Universal human expression, NV and

human interaction, and types of NV communication. Submit draft outline of Final Presentation, including list of outside sources.

Day 25: Nonverbal Communication cont. (pgs. 166-183) – Functions of NVC, culturally-specific NV behaviors, intentionality and NVC, and precautions for NVC and ICC.

Day 26: Critical discussion of ICC issues not related to examination; Exam #2 (Topics: Values, Identity, Language, Nonverbal Communication, and Special Readings. Note: By order of the University, students are not permitted 90 minutes to complete the exam. Accordingly, students will be limited to 60 minutes to complete the exam.)

Day 27: Final Presentations

Day 28: Final Presentations

Day 29: Final Presentations

Day 30: Final Presentations

REQUIRED READINGS

The required reading packet for this course is available on Blackboard. The readings include primary writings from various authors, including Martin & Nakayama; Dodd; Samovar, Porter, & McDaniels; Lustig & Koester; Bennett, M; Ting-Toomey & Chung; Hall; Condon; Hofstede; Kluckhohn & Strodtbeck, Storti; and Brislin. Additional readings will be provided during the semester to address relevant current issues.

Section 4

COURSE ASSIGNMENTS

Learning becomes easier and more enjoyable when are prepared and take pride in what you do. Come prepared to class and be ready to discuss your work. All work should reflect dedication and professionalism. The assignments are as follows:

1. Two exams (objective and/or short answer format) will be given to assess your understanding of concepts addressed in the readings and during class.
2. Engagements are assignments and activities that are designed to facilitate the integration and application of course concepts. Engagements involve in- and out-of-class activities and often come in the form of written assignments.
3. The Cultural Introduction Presentation provides students an opportunity to examine their own background as a means of understanding how culture influences communication. Students will present their findings to the class.
4. The Final Presentation is an integrated assignment that incorporates major aspects of individual student's learning and curiosities from the entire semester. Students will develop and deliver original presentations that expand the extant knowledge of

intercultural communication. Each student will be assigned to speak on a specific date.

GRADING

Grades will be based on examinations, presentations, written assignments, class participation, and other class activities/assignments. The basic distribution of grading categories is as follows:

Exams.....	35%
Written assignments.....	05%
Presentations	35%
Participation	25%

***Note:** The above grading categories & percentages might vary based on the assignments and activities throughout the course of the semester.

Section 5

CLASS PARTICIPATION

Because of the experiential nature of this course, active and meaningful participation is essential to our collective success. Students will be assessed on the degree to which they contributed to creating and maintaining a positive learning environment. Please understand that participation involves your verbal & nonverbal interaction in class and that all students should strive to actively participate in every class session and to equally distribute the responsibility. Quality participation involves respecting, listening to, and trying to understand perspectives other than your own.

Presentation Skills & Video Production

Section 1

Instructor/Title 時限	Prof. Garr Reynolds
Office/Building	Main Admin Bldg. room #606
Office Hours	By appointment
Contacts (E-mail)	garr@kansaigaidai.ac.jp

Course Description

It's expected today that professionals have visual storytelling skills in the form of live presentations and the creation of effective videos. In this class, we'll explore why/how presentation visuals are so powerful and you'll learn how you can become a more skilled and creative visual communicator through presentations and the creation of high-quality videos.

For the presentation component of the class, students will explore current popular approaches to presentation and examine techniques from some of the world's top professionals. A more visual approach challenges the conventional wisdom of making multimedia presentations in today's world and encourages students to think differently and more creatively about the preparation, design, and delivery of presentations. Based on research from the cognitive sciences, combined with principles from the world of the Zen arts, graphic design and visual communications, students will explore popular myths about what is an effective presentation and examine effective alternatives and approaches for designing and delivering better presentations. All throughout the class, the common themes are (1) restraint and clarity in preparation, (2) simplicity in design, and (3) naturalness in delivery.

For the video creation component, we'll focus on: (1) preparation or pre-production, (2) production or the shooting of video, and (3) postproduction or editing. We will look at the history and evolution of video including the myriad lessons from film, TV, and internet. We will examine how to prepare, shoot, and edit high-quality video that can get and keep the viewer's attention.

Course Objectives

At the end of this course, you will be a better visual storyteller and better able to express your ideas through professional-looking presentations and videos. You will improve all aspects of your presentation skills: the verbal (what you say), the vocal (how you use your voice, volume, silence, etc.) and the visual (how you support your talk with slides and other visuals). You will understand the principles behind planning, shooting and

editing high quality video, and you will be able to independently create professional-quality videos for various purposes and genres such as educational, business/marketing/promotion, travel, and interview.

Instruction to Students

You do not need expensive camera equipment or software. If you have a smartphone and basic editing software on your computer (or phone), you have the tools to make excellent videos. For presentations you will need a slide-making program such as PowerPoint, Keynote, Canva, etc.

Grading Criteria

Quizzes: 10%

Work outside classroom: 20%

Presentations/videos: 70%

Textbook

There is no textbook for the class but there will be links provided for online video resources. Reading material and links will be provided in class.

Schedule of Instruction		
	Schedule of Instruction	Work Outside of Classroom Activities
Lecture 1	Orientation	Prepare for introduction presentation
Lecture 2	Introduction to 21st-Century skills Why most presentations with PowerPoint or Keynote fail.	Read the "Preparation Tips" from www.garrreynolds.com/preparation-tips
Lecture 3	Short student introduction presentations with multimedia	Begin research for Student Presentation 2
Lecture 4	Student presentations and feedback	Continue Research on the Problem-solution topic discussed in class.
Lecture 5	Student presentations	Watch "How to Organize your Presentation Using a Simple Structure" On Presentation Zen Youtube channel
Lecture 6	Presentation Organization	Review principles from class including the Zoom

	(Focus on Preparation). Structure of a presentation.	and PIP techniques demonstrated in class.
Lecture 7	Learn how and why to identify the core and how techniques like brain storming and mind mapping, etc. can help.	Read "Design Tips" from www.garreynolds.com/design-tips
Lecture 8	Graphic Design General Principles.	Watch: "New life for old towns through sustainable tourism: Alex Kerr" on Youtube.
Lecture 9	The art and science of simplicity. Visual literacy.	Watch: "Richard Turere: My invention that made peace with lions" on TED or Youtube.
Lecture 10	Student presentations 2	Watch: "How a 12 year-old girl became one of the youngest Japanese patent holders Asuka Kamiya"
Lecture 11	Student presentations 2	Find a presentation you like on TED/Youtube that you think is a good example of using visuals and prepare to share why you think it is a good example in class.
Lecture 12	Applying the Zen aesthetic principles to presentation design.	Read "Before/After Examples: www.garreynolds.com/slide-makeovers
Lecture 13	15 graphic design principles.	Use your camera to take photos of good and bad design in the environment around you.
Lecture 14	More graphic design principles.	Review the ideas and videos from class
Lecture 15	Visualizations of data	Review the 15 principles. As you watch the

		sample videos, look for examples of them. Example, rule of 3rds, contrast, etc.
Lecture 16	The role storytelling and learning from the art of film and the documentary.	Review the ideas and videos from class
Lecture 17	Introduction to video production principles and techniques.	Look for examples of your favorite educational, informative, or inspiring videos on Internet of other media.
Lecture 18	20 ways to make a better business or educational video.	Watch: "10 Tips to Shooting Cinematic SMARTPHONE Videos"
Lecture 19	How to prepare your idea.	Choose an idea for your video presentation.
Lecture 20	How to shoot professional video with just a smart phone.	Practice steady shooting by preparing a 1-minute video introducing your neighborhood.
Lecture 21	Techniques for professional video editing.	Watch: "JAPAN - Where tradition meets the future JNTO" Good example of clean and fast editing.
Lecture 22	Examples of effective short videos.	Prepare your video presentation (planning, shooting, editing)
Lecture 23	Example of an effective documentary film.	Watch: "JW Marriott Hotel Nara - The Making of a Luxury Hotel"
Lecture 24	What is sequencing and how to shoot a sequence.	Create a 30-seconds or 1-minute video sequence of one of your daily routines.
Lecture 25	Student video presentations	Watch: "Discover Kyoto" on Youtube. Great

	and discussion.	example of excellent composition.
Lecture 26	Student video presentations and discussion.	Be prepared to participate in class and give assessments of student videos.
Lecture 27	Student video presentations and discussion.	Review class content. Ask yourself how the videos you've seen could improve. What things did you like in terms of shooting and editing?
Lecture 28	Student video presentations and discussion.	Review the principles of good cinematography, How does your video compare in terms of composition and pace?
Lecture 29	Review of presentation preparation preparation, design, & delivery principles and techniques.	Rewatch the videos we saw in class and offer feedback.
Lecture 30	Review of lessons learned.	Make a plan for continuous improvement.

Course Title

Intercultural Communication: Bridging Japanese and Western Perspectives

Instructor	Dr. Ganga Vadhavkar
Office/Building	TBA
Office Hours	TBA

Section 1 [Course Outline / Description]

This course offers a comprehensive exploration of intercultural communication, with a specific focus on understanding and navigating the nuances between Japanese and Western cultures. Through a blend of theoretical frameworks, practical exercises, case studies, and experiential learning, students will develop the knowledge, skills, and sensitivity necessary to effectively communicate across cultural boundaries. From examining cultural dimensions and communication styles to exploring topics such as nonverbal communication, conflict resolution, and negotiation tactics, this course provides a holistic understanding of intercultural dynamics between Japan and the West. By the end of the course, students will be equipped with the tools to engage in respectful, meaningful, and productive interactions in diverse cultural contexts.

This course offers a focused examination of intercultural communication through the specific lens of Japanese and Western cultural interactions. Mindful of the complex global communication landscape, the course concentrates on cultural dynamics between Japan and Western nations, primarily drawing from North American and European perspectives. It explores intercultural communication through comparative analysis, theoretical frameworks, and practical skill development within this specific cultural context. By concentrating on Japanese and Western cultural nuances, the course aims to provide students with a rigorous, contextualized understanding of cross-cultural communication. The approach balances theoretical insights with practical application, using Japan-West interactions as a microcosm for understanding broader intercultural communication principles.

Section 2 [Course Objectives/Goals/Learning Outcomes]

Course Objectives/Goals: The primary goals of this course are to cultivate intercultural communication competence through a focused comparative study of Japanese and Western cultural communication systems. Students will develop critical analytical skills to deconstruct cultural communication patterns, understand underlying cultural

dimensions, and recognize how cultural context shapes communication behaviors.

Learning Outcomes

They include developing theoretical knowledge of intercultural communication models, enhancing practical skills in cross-cultural interaction, and fostering deep cultural empathy and sensitivity.

Discipline-specific objectives encompass:

- Developing sophisticated frameworks for understanding cultural difference
- Analyzing communication styles through comparative cultural lenses
- Recognizing implicit cultural assumptions and communication biases
- Applying theoretical models to real-world intercultural scenarios
- Building practical skills in navigating cross-cultural interactions

Section 3-1 [Class Schedule/Class Environment, Literature and Materials]

TENTATIVE WEEKLY SCHEDULE

WEEK 1: (3 February to 9 February)

Introduction to Intercultural Communication

Session 1

- **Topic:** What is intercultural communication?
- **Reading:** The Basics of Intercultural Communication (online article)
- **Activity:** Icebreaker discussion on cross-cultural experiences.

Session 2

- **Topic:** Foundational theoretical frameworks.
- **Reading:** Overview of cultural dimensions.
- **Assignment:** Reflection on personal cultural background and communication style.

WEEK 2: (10 February to 16 February)

Cultural Dimensions Comparative Analysis

Session 3

- **Topic:** Compare cultural dimensions between Japanese and Western cultures.
- **Reading:** Exploration of cultural dimensions theory (e.g., Hofstede, Trompenaars)
- **Activity:** Group discussion on cultural frameworks.

Session 4

- **Topic:** Practical implications of cultural differences.
- **Assignment:** Analyze a real-world scenario demonstrating cultural miscommunication (case study analysis).

WEEK 3: (17 February to 23 February)

Verbal Communication Patterns

Session 5

- **Topic:** Verbal communication differences in Japanese and Western contexts.
- **Reading:** Article on high-context vs. low-context communication.
- **Activity:** Role-playing exercises for contextual communication.

Session 6

- **Topic:** Nuances of language and communication.
- **Assignment:** Record a short video reflecting on communication nuances in your interactions.

WEEK 4: (24 February to 2 March)

Nonverbal Communication and Cultural Context

Session 7

- **Topic:** Nonverbal communication cues.
- **Reading:** The silent language (online article and video).
- **Activity:** Interactive workshop on nonverbal signals.

Session 8

- **Topic:** Hierarchy and context in communication.
- **Assignment:** Observe and document nonverbal cues in media (film clip analysis).

WEEK 5: (3 March to 9 March)

Cultural Identity Formation

Session 9

- **Topic:** Theories of cultural identity.
- **Reading:** Scholarly article on social identity theory.
- **Activity:** Reflective discussion on personal identity.

Session 10

- **Topic:** Analyzing personal and collective cultural identities.
- **Assignment:** Create a cultural identity collage (visual or written).

WEEK 6: (10 March to 16 March)

Stereotypes and Cultural Bias

Session 11

- **Topic:** Critically examine cultural stereotypes.
- **Reading:** "Stereotyping in Intercultural Communication" (online article).
- **Activity:** Group discussion: Breaking stereotypes.

Session 12

- **Topic:** Strategies to challenge prejudice.
- **Assignment:** Write a plan to address bias in a specific context (500 words).

WEEK 7: (17 March to 23 March)

Midterm Exam Week

Session 13

- **Midterm Project Draft:** Peer review of midterm projects analyzing a cultural interaction case study.

Session 14

- **Midterm Project:** Students submit/present their midterm projects analyzing a cultural interaction case study.

WEEK 8: (24 March to 30 March)

Spring Break (No Classes)

WEEK 9: (31 March to 6 April)

Theoretical Models of Intercultural Competence

Session 15

- **Topic:** Understanding intercultural competence frameworks.
- **Reading:** "Intercultural Sensitivity Development" (selected chapter).
- **Activity:** Self-assessment using a cultural sensitivity tool.

Session 16

- **Topic:** Analyzing personal intercultural development stages.
- **Assignment:** Reflective journal on personal growth in intercultural understanding.

WEEK 10: (7 April to 13 April)

Developing Cultural Empathy and Adaptability

Session 17

- **Topic:** Strategies for cultural empathy.
- **Reading:** "The Art of Empathy in Cross-Cultural Contexts" (online article).
- **Activity:** Role-playing empathetic responses.

Session 18

2025 Spring Semester

- **Topic:** Practicing intercultural communication skills.
- **Assignment:** Write a scenario demonstrating cultural empathy in a workplace setting.

WEEK 11: (14 April to 20 April)

Cross-Cultural Conflict Resolution

Session 19

- **Topic:** Conflict in intercultural contexts.
- **Reading:** "Resolving Intercultural Conflicts" (scholarly article).
- **Activity:** Case study analysis of a conflict.

Session 20

- **Topic:** Mediation techniques for cross-cultural disputes.
- **Assignment:** Develop a mediation plan for a hypothetical dispute.

WEEK 12: (21 April to 27 April)

Cultural Considerations in International Business

Session 21

- **Topic:** Nuances in global business communication.
- **Reading:** "Communicating Across Cultures in Global Business" (article).
- **Activity:** Group discussion on business etiquette differences.

Session 22

- **Topic:** Strategies for professional contexts.
- **Assignment:** Analyze a cross-cultural business negotiation.

WEEK 13: (28 April to 4 May)

Cross-Cultural Teamwork and Leadership

Session 23

- **Topic:** Effective teamwork strategies.
- **Reading:** "Leadership Styles Across Cultures" (provided link).
- **Activity:** Workshop on team collaboration.

Session 24

- **Topic:** Leadership approaches in cultural contexts.
- **Assignment:** Develop a cross-cultural leadership plan.

WEEK 14: (5 May to 11 May)

Media Representations and Stereotypes

Session 25

- **Topic:** Media stereotypes in Japanese and Western cultures.

- **Reading:** "Media Influence on Intercultural Perceptions" (article).
- **Activity:** Analyze media portrayals in advertisements.

Session 26

- **Topic:** Critical media literacy.
- **Assignment:** Write a critique of a media stereotype.

WEEK 15: (12 May to 18 May)

Application of Intercultural Communication Principles

Session 27

- **Topic:** Application of intercultural communication principles in real-life scenarios.

Session 28

- **Topic:** Case studies and role-playing exercises.

WEEK 16: (19 May to 23 May)

Reflection on Intercultural Communication in a Personal Context

Session 29

- **Topic:** Reflection on personal growth in intercultural communication.

Session 30

- **Topic:** Future goals in intercultural communication

WEEK 17: (26 May to 30 May)

Final Exam Week

- **Final Project:** Students submit and present their final projects exploring an intercultural communication issue of their choice.

Section 3-2 [Textbooks/Reading Materials]

A textbook is not required for this course. Reading materials and course-related audio/video media links will be posted online.

Section 4 [Learning Assessments/Grading Rubric]

Learning outcomes

They include developing theoretical knowledge of intercultural communication models, enhancing practical skills in cross-cultural interaction, and fostering deep cultural empathy and sensitivity.

Discipline-specific objectives encompass:

- Developing sophisticated frameworks for understanding cultural difference
- Analyzing communication styles through comparative cultural lenses
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- Applying theoretical models to real-world intercultural scenarios
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Learning Assessments/Grading Rubric

1. Participation in Class Discussions and Activities (20%)
2. Individual Assignments (30%)
3. Group Projects (25%)
4. Final Project (25%)

Grading Scale

100~97 (A+)
96~93 (A)
92~90 (A-)
89~87 (B+)
86~83 (B)
82~80 (B-)
79~77 (C+)
76~73 (C)
72~70 (C-)
69~67 (D+)
66~63 (D)
62~60 (D-)
59~0 (F)

Section 5 [Additional Information]

Classroom Etiquette

I encourage all students to cultivate a respectful, intellectually rigorous learning environment that values open dialogue and critical thinking. Students are expected to arrive prepared, actively participate, listen attentively to diverse perspectives, and engage in constructive, professional communication. This includes arriving on time, minimizing digital distractions, respecting speaking turns, and approaching discussions with humility and from various perspectives.

Statements of Inclusion, Tolerance, and Diversity

Our classroom is a dynamic learning community that celebrates and embraces diversity in all its forms. Please recognize that each student brings unique cultural backgrounds, perspectives, and experiences that enrich our collective understanding. In this course, we are committed to creating an inclusive space where all individuals—regardless of race, ethnicity, national origin, gender, sexual orientation, socioeconomic background, disability, or religious belief—are respected, valued, and empowered to fully participate in the learning process.

Free Speech / "Safe Space" Policies

This course encourages robust, nuanced dialogue about complex intercultural dynamics. It encourages and welcomes challenging conversations, different viewpoints, and critical analysis, while simultaneously ensuring that all discourse remains respectful, constructive, and free from personal attacks or discriminatory language.