

# 타대학 이수학점 인정신청서

## ▶ 개인정보

성명	LULINGYUN	대학	정경대학
학번	2020150088	학과	정치외교학과
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국내외구분 (프로그램)	국외(ESP)	수학국가	일본
수학대학	Waseda University	수학학기	1학기 ( 2022년 2학기 )

## ▶ 학점인정과목

년도 학기	교과목명	이수구분	인정 학점	이수 학점	이수성적	학과장 확인
2022년 2학기	International Relations of Japan	전공선택	2	2	A+	확인
2022년 2학기	Political Behavior	전공선택	2	2	C	확인
2022년 2학기	Public Choice	전공선택	2	2	C	확인
2022년 2학기	Contemporary Japanese Foreign Policy	전공선택	2	2	B	확인
2022년 2학기	Listening Comprehension: Radio News, Note-Taking, and Summarization Exercise 6	일반선택	1	1	C	확인
2022년 2학기	Learning Japanese through Blogging 3	일반선택	1	1	B	확인

- 인정은 1회에 한하여 인정받을 수 있으며 추가로 받을 수 없다.
- 이수구분 지정받기 : 출력한 타대학 이수학점 인정신청서와 관련 교과목의 강의계획(안)을 첨부하여 이수구분과 대체과목 여부확인을 받는다.
  - 이수구분 '전공필수', '전공선택'이나 '일반선택'은 제1전공 학과장에게 인정받는다. (전공과 무관한 과목은 일반선택으로 인정)
  - 이수구분 '이중전공필수' 나 '이중전공선택'은 이중전공 학과장에게 인정받는다.
  - 이수구분 '융합전공필수' 나 '융합전공선택'은 융합전공 주임교수에게 인정받는다.
  - 이수구분 '부전공'은 부전공 학과장에게 인정받는다.
  - '대체인정과목'은 본교과목으로 대체하고자 하는 경우에 작성한다. 단, 인정학점과 본교과목의 학점이 동일한 경우에만 가능하다. (타 대학 인정학점이 본교의 대체과목 학점과 동일하거나 초과할 경우에만 대체 가능)
- 포털에서 인정신청서 작성 후 출력하여 이수구분/대체과목 지정받기 작업이 끝나면 제1전공 학과(부)행정실 담당자 최종확인을 받고 해당 신청서 및 그 외 필요서류 (국외대학의 경우 성적표 및 성적평가표 등 포함)를 포털에 업로드 한 후 최종제출 버튼을 클릭한다. 제출하고 2주일 정도 후에 성적에 반영된다.
- 전공과목(제2전공, 부전공, 복수전공 포함)은 요구학점의 2분의 1 이상을 본교에서 이수하여야 한다.

\* 첨부서류: 1. 성적표(원본), 2. 강의계획안 (course description/syllabus), 3. 성적평가표(Grading Scale)

본인은 위와 같이 타대학에서 이수한 학점인정을 신청합니다.

2023년 06월 05일 신청인 : LULINGYUN (인) *LULINGYUN*

고려대학교 총장 귀하

2023년 06월 05일 17시35분

# WASEDA UNIVERSITY

## TOKYO, JAPAN

### TRANSCRIPT OF ACADEMIC RECORD

(Student Number: 1A229120 )

School: School of Political Science and Economics							
Major: Political Science							
Name: LU, Lingyun			Date of Birth: November 27, 2001				
Period Attended: From September 21, 2022 (Exchange Student (Non-degree))			To Present				
SUBJECT	YEAR	Cr	Gr	SUBJECT	YEAR	Cr	Gr
[SPSE Subjects]							
International Relations of Japan [E]	2022	2	A+				
Political Behavior [E]	2022	2	C				
Public Choice [E]	2022	2	C				
[Other Faculty Subjects]							
Contemporary Japanese Foreign Policy	2022	2	B				
Listening Comprehension: Radio News, Note-taking, and Summarization Exercises 6	2022	1	C				
Learning Japanese through Blogging 3	2022	1	B				

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 KOREA UNIVERSITY

Note: Grading System A+(100-90).A(89-80).B(79-70).C(69-60).P(100-60 or Completed)

TOTAL CREDITS 10

We do not rank students in this school.

Cr:Credit Gr:Grade

Subjects marked with \* indicate credits transferred from other universities including overseas academic institutions.

**NOTE**

Date: March 8, 2023

 President, Waseda University  
 TANAKA, Aiji

Signature




## **Course syllabus: International Relations of Japan**

**16:30~18:00 Thursdays**

Course Organiser: Tomoki Kuniyoshi

e-mail: [tomoki.kuniyoshi@waseda.jp](mailto:tomoki.kuniyoshi@waseda.jp), office: 3-1226

office hours: 10:00-11:00 Tuesdays; 16:00-18:00 Saturdays

### Course Description

Japan currently faces various diplomatic challenges: friction with neighbouring Northeast Asian countries over historical problems or territorial issues; fragile relations with South Korea; and continuing tensions with North Korea over the abductees and nuclear weapons. Furthermore, as China grows ever stronger, the East Asian security environment has been transformed, and the heightened tension between Iran and the US has brought the risk of imminent war back to the Middle East, while tensions between Russia and the West are rising on a range of issues, raising the possibility of war on the frontiers of Europe. At home, there is sporadic debate over whether and how Japan should expand its military role in responding to such threats, both regional and global, in the form of revision of the constitution. In addition, there is still strong opposition in Okinawa to the building of a new base in preparation for the proposed closure of the Futenma Air Base. On top of all this, the COVID-19 pandemic continues, restricting both domestic activities and international interactions. Given this situation, how should international peace and stability be established? What international commitments should Japan undertake, and what are the domestic conditions for such commitments?

As an important first step towards answering this question, this course provides an introductory survey of post-war Japanese international relations, with particular emphasis on the development of the US-Japan alliance and the evolution of relations between Japan and neighbouring Asian states. It begins with a study of the making of the San Francisco System, and then concentrates on the major events that shaped the history of Japan up to the years after the Cold War. Through the analysis and explanation of historical events, particular efforts will be made to place those events that relate to Japan in the context of transformations in the structure of wider international relations. Special attention will also be paid to the alternative approaches that may have been available to the Japanese government, and their likely outcomes. The course

thereby aims to provide both an historical grounding and the analytical perspectives necessary to understand the significant changes currently developing in Japan's political and international milieu.

#### Course objectives

The course has five main objectives:

- (1) To equip students with a broad knowledge of the international history of Japan since 1945, and to challenge preconceptions surrounding the course of Japan's foreign relations during the Cold War.
- (2) To provide both an empirical grounding and the conceptual apparatus necessary to understand the various problems and conditions that Japan currently faces in its international relations.
- (3) To offer a firm basis for more advanced historical and theoretical work in this area.
- (4) To demonstrate that, in order to come to a proper understanding of a country's foreign policy, it is important to study both the broader international system of which it is a part and also the various domestic factors that drive policymakers.
- (5) To stimulate students to develop their own evidence-based arguments by suggesting thought-provoking discussion questions and arguments on each topic.

#### Course Assignments

1. By-Weekly paper (about 150 words)

Content: any points of particular interest

Submit file by Tuesday every week to Moodle.

2. End-of-term essay

Each student will be required to write one essay. The purpose of the essay is to encourage students to consider topics in depth, developing individual arguments and tying material closely to the question. Students should not overly rely on blackboard and Power Point slides (used in lectures) for material for essays. These are merely starting points; it is expected that students will undertake sufficient independent research and reading in order to address the essay questions set. Material must be referenced in the form of footnotes, and a bibliography must accompany the essay.

Students should freely choose one essay topic from the list of discussion questions that will be uploaded on Moodle. Essays should be approximately 2,000 words in length and no longer than 2,500 words. Essays must be submitted electronically on the Moodle no later than 5 December.

### Course Assessment

50%: End-of-term exam

30%: mid-term essay

20%: Class attendance at each lecture and submission of a bi-weekly paper about the content of the lectures.

### Lecture schedule

- Class 1. Orientation and guidance
- Class 2. The making of the San Francisco System (1): Yoshida's diplomacy re-examined
- Class 3. The making of the San Francisco System (2): the origins of the US-Japan alliance
- Class 4. The Soviet-Japan normalization talks: the origins of the territorial disputes
- Class 5. Multi-directional diplomacy of the Kishi administration: the turning point in Japan's post-war foreign relations?
- Class 6. The 1960 Security Treaty Crisis: challenging the San Francisco System
- Class 7. Diplomacy of the Ikeda administration: the lessons of the Cuban Missile Crisis, and the development of relations with the US and South Korea
- Class 8. Japan's search for its own nuclear weapons and the reversion of Okinawa: Sato Eisaku and Japan's security
- Class 9. The road to normalisation with China
- Class 10. Japan's diplomacy in an age of crisis (1970s): from Tanaka's oil diplomacy to the Fukuda Doctrine
- Class 11. An 'Economic superpower' and its foreign relations: relations with the US and with Asia during the Nakasone Administration
- Class 12. Post-Cold War Japan's international role tested: the First Gulf War (1991) and the Cambodian peace settlements

- Class 13: Economic and political crisis in the 1990s: the redefinition of the US-Japan alliance and the origins of the problem of the 'relocation of the Futenma Air Base'
- Class 14: Koizumi Diplomacy: 9/11 and Japanese diplomacy
- Class 15: Timed-exam

## Reading Lists

### General Readings

- Allinson, G. *Japan's Postwar History* (1997)
- Bailey, P., *Postwar Japan: 1945 to the Present*, (1996)
- Barnhart, M., *Japan and the World since 1868* (1995)
- Beasley, WG., *The Rise of Modern Japan* (1990)
- Best, A, Hanhimäki, J M, Maiolo, J A, and Schulze, K E, *International History of the Twentieth Century* (2003)
- Cooney, K., *Japan's Foreign Policy since 1945* (2006)
- Curtis, Gerald. L., *Japan's Foreign Policy after the Cold War: Coping with Change* (1993)
- Curtis, Gerald. L., *The Logic of Japanese Politics: Leaders, Institutions, and the Limits of Change* (1999)
- Dockrill, M., et al, *The Cold War, 1945-51* (2005)
- Dockrill, S., et al, *Advances in Cold War History* (2005)
- Dower, J., *Japan in War and Peace* (1993)
- Dower, J., *Embracing Defeat: Japan in the Wake of World War II* (1999)
- Drifte, R., *Japan's Foreign Policy* (1990)
- Dunbabin, J P, *International Relations since 1945*, vol. 1: *The Cold War: The Great Powers and the Allies*, vol. 2, *The Post-Imperial Age: The Great Powers and the Wider World* (1994)
- Duus, P. ed, *The Cambridge History of Japan, Vol. 6, The Twentieth Century* (1988)
- Edstrom, B., *Japan's Evolving Foreign Policy Doctrine* (1999)
- Gaddis, J L, *Russia, the Soviet Union and the United States* (1990)
- Gaddis, J L, *We Now Know: Rethinking Cold War History* (1997)
- Gaddis, J L, *The Long Peace* (1988)
- Goldman M., & Gordon, A., (ed.), *Historical Perspectives on Contemporary East Asia* (2000)
- Gordon, A ed., *Postwar Japan as History* (1993)
- Gordon, A, *A Modern History of Japan: From Tokugawa Times to the Present* (2003)

- Hook, G., et al. eds., *Japan's International Relations: Politics, Economics and Security* (2001)
- Hoston, G. *The State, Identity, and the National Question in China and Japan* (1994)
- Hunter, J. *The Emergence of Modern Japan: An Introductory History since 1853* (1989)
- Ikenberry, G.J., and Mastanduno, M., eds., *International Relations Theory and the Asia Pacific* (2003)
- Iokibe, Makoto ed. , *The Diplomatic History of Post-War Japan* (2010)
- Iriye, A., *Japan and the Wider World: From the Mid-Nineteenth Century to the Present*, (1997)
- Keylor, W R, *A World of Nations: The International Order Since 1945* (2003)
- LaFeber, W., *The Clash: US-Japanese Relations Throughout History* (1997)
- Lundestad, G, *East, West, North, South: Major Developments in International Politics, 1945-1996* (1997)
- McClain. J.L. *Japan: A Modern History* (2002)
- Neary, I., *The State and Politics in Japan* (2002)
- Newland, Kathleen., *The International Relations of Japan* (1990)
- Nish, IH, *Japanese Foreign Policy, 1869-1942* (1977)
- Pyle, K., *The Japanese Question: Power and Purpose in a New Era* (1992)
- Pyle, K., *Japan Rising: The Resurgence of Japanese Power and Purpose* (2007)
- Reynolds, D, *One World Divisible: A Global History since 1945* (2001)
- Samuels, R., *Securing Japan: Tokyo's Grand Strategy and the Future of East Asia* (2007)
- Sims, R., *Japanese Political History since the Meiji Renovation 1868-2000* (2001)
- Stockwin, J.A.A., *Governing Japan* (1999)
- Tipton, E., *Modern Japan: A Social and Political History* (2002)
- Togo, Kazuko., *Japan's Foreign Policy, 1945-2003* (2005)
- Tsuzuki, C. *The Pursuit of Power in Modern Japan 1825-1995* (2000)
- Wray H. & Conroy H eds, *Japan Examined. Perspectives on Modern Japanese History* (1983)
- Young, J W and Kent, J, *International Relations Since 1945* (2004)

### **Weekly schedule**

#### **Class 1. Orientation and guidance**

## **Class 2. The making of the San Francisco System (1): Yoshida's diplomacy re-examined**

### **Discussion question**

To what extent was the security treaty with the United States a triumph for Yoshida's diplomacy?

### **Reading List**

- Brands, H.W., Jr, 'The United States and the Re-emergence of Independent Japan', *Pacific Affairs*, vol.59, no.3 (1986)
- Buckley, Roger, 'From San Francisco to Suez and Beyond: Anglo-Japanese Relations, 1952-1960' in Cohen, Warren I., and Iriye, Akira., (eds.), *The Great Powers in East Asia, 1953-1960* (1990)
- Dower, J., *Empire and Aftermath: Yoshida Shigeru and the Japanese Experience, 1987-1954* (1979)
- Ferretti, Valdo, 'In the shadow of the San Francisco settlement: Yoshida Shigeru's perception of Communist China and Anglo-Japanese relations', *Japan Forum*, vol.15, no.3 (September 2003).

## **Class 3. The making of the San Francisco System (2): the origins of the US-Japan alliance**

### **Discussion question**

How far can 'the San Francisco System' be said to have been the result of the compromise between the US and Britain?

### **Reading List**

- Drifte, R., *The Security Factor in Japan's Foreign Policy, 1945-1952* (1983)
- Kuniyoshi, T, 'Britain and the origins of the San Francisco System' chapter 11 in Antony Best (ed.), *The International History of East Asia, 1900-1968: Ideology, Trade and the Quest for Order* (London: Routledge, 2009).
- Lowe, P., *Containing the Cold War in East Asia: British Policies towards Japan, China and Korea, 1948-1953* (1997)
- Miyasato, S, 'John Foster Dulles and the Peace Settlement with Japan' in Immerson, R., *John Foster Dulles and the Diplomacy of the Cold War* (1990)
- Schonberger, H., 'Peacemaking in Asia: The United States, Great Britain and the Japanese Decision to recognise Nationalist China, 1951-52', *Diplomatic History* (1986)
- Yoshitsu, M., *Japan and the San Francisco Peace Settlement* (1983)

#### **Class 4. The Soviet-Japan normalization talks: the origins of the territorial disputes**

##### **Discussion questions**

‘Japan’s diplomacy over normalisation with the USSR was greatly motivated by a desire to revise the Cold War-dominated international system in East Asia’. Discuss.

Account for the formation of the Liberal Democratic Party (LDP) with special reference to their foreign and security policy goals.

##### **Reading List**

- Gallacchio, M., ‘The Kuriles Controversy: US Diplomacy in the Soviet-Japan Border Dispute, 1941-1956’, *Pacific Historical Review* (1991).
- Iokibe, M., et al eds., *Japanese Diplomacy in the 1950s: From Isolation to Integration* (London, 2008)
- Kataoka, T., ed., *Creating Single-Party Democracy: Japan's Postwar Political System* (1992)
- Nolte, Sharon H., *Liberalism in modern Japan: Ishibashi Tanzan and his teachers, 1905-1960* (1987)
- Tanaka, Takahiko, ‘Soviet-Japanese Normalization and the Foreign Policy of the Hatoyama Group’ in Lowe, P et al eds., *Western Interaction with Japan* (1990)
- Tanaka, Takahiko, ‘Anglo-Japanese Relations in the 1950s: Cooperation, Friction and the Search for State Identity’, in Nish, Ian et al. eds., *The History of Anglo-Japanese Relations, 1600-2000: The Political and Diplomatic Dimension, vol.2: 1931-2000*, Basingstoke: Macmillan, 2000.

#### **Class 5. Multi-directional diplomacy of the Kishi administration: the turning point in Japan’s post-war foreign relations?**

##### **Discussion questions**

Why, and with what consequences, did Kishi decide in 1958 to seek revision of the security treaty with the United States?

Why did both the Hatoyama and Kishi administrations fail to achieve their foreign policy goals?

‘The real issue in the political crisis of 1960 was that the Kishi government did not believe in democracy’. Discuss.

Through, and as a result of, the political process in the revision of the security treaty, the Japanese government and the public chose not to become a ‘normal state’. Discuss.

### **Reading List**

- Kersten, R., *Democracy in Post-War Japan: Maruyama Masao and the Search for Autonomy* (1995)
- Krauss, D., *Japanese Radicals Revisited: Student Protest in postwar Japan* (1974)
- Kurzman, Dan, *Kishi and Japan; the search for the sun* (1960)
- Morris-Suzuki, Tessa, *Exodus to North Korea: Shadows from Japan's Cold War* (2007)
- Packard, G., *Protest in Tokyo: The Security Treaty Crisis of 1960* (1966)
- Saeki, Chizuru, et al eds., *U.S. Cultural Propaganda in Cold War Japan: Promoting Democracy 1948-1960* (2008)
- Sawa, N., et al. eds., *Against the State: Politics and Social Protest in Japan* (1984)
- Schaller, M., *Altered States: The United States and Japan Since the Occupation* (1997)
- Swenson-Wright, J., *Unequal Allies: United States Security and Alliance Policy Toward Japan, 1945-1960* (2005)
- Welfield, J. *An Empire in Eclipse: Japan in the Postwar American Alliance System* (1988)

### **Class 6. The 1960 Security Treaty Crisis: challenging the San Francisco System**

#### **Discussion questions**

‘The real issue in the political crisis of 1960 was that the Kishi government did not believe in democracy’. Discuss.

Through, and as a result of, the political process in the revision of the security treaty, the Japanese government and the public chose not to become a ‘normal state’. Discuss.

### **Reading List**

- Kersten, R., *Democracy in Post-War Japan: Maruyama Masao and the Search for Autonomy* (1995)
- Krauss, D., *Japanese Radicals Revisited: Student Protest in postwar Japan* (1974)
- Marotti, William, ‘Japan 1968: The Performance of Violence and the Theater of Protest’, *American Historical Review* (2009).

- Packard, G., *Protest in Tokyo: The Security Treaty Crisis of 1960* (1966)
- Saeki, Chizuru, et al eds., *U.S. Cultural Propaganda in Cold War Japan: Promoting Democracy 1948-1960* (2008)
- Sawa, N., et al. eds., *Against the State: Politics and Social Protest in Japan* (1984)
- Schaller, M., *Altered States: The United States and Japan Since the Occupation* (1997)

## **Class 7. Diplomacy of the Ikeda administration: the lessons of the Cuban Missile Crisis, and the development of relations with the US and South Korea**

### **Discussion questions**

How far can the diplomacy during the Ikeda Administration be said to have been based on economy-centrism?

What effects did the Cuban Missile Crisis (1962) have on the direction of Japan's foreign policy?

How far was the normalisation between Japan and South Korea in the mid-1960s based upon economic motives?

Why, after 1965, have the US-Japan security treaty and the US-South Korea mutual security treaty not been integrated?

### **Reading List**

- Castley, Robert, *Korea's Economic Miracle: The Crucial Role of Japan* (1997)
- Cha, Victor, *Alignment Despite Antagonism: The United States-Korea-Japan Security Triangle* (1999)
- Cha, Victor, 'Japan's Grand Strategy on the Korean Peninsula: Optimistic Realism', *Japanese Journal of Political Science* 1.2 (2000).
- Cha, Victor, 'Hate, Power and Identity in Japan-Korea Security: Towards a Synthetic Material-Ideational Analytical Framework', *Australian Journal of International Affairs* 54.3 (2000).
- Cummins, Bruce, *Parallax Visions: Making Sense of American East-Asian Relations* (2002)
- Hughes, Christopher W., *Japan's Economic Power and Security: Japan and North Korea* (1999)
- Iwabuchi, Koichi, et al. eds. *East Asian Pop Culture: Analysing the Korean Wave* (2008)

## **Class 8. Japan's search for its own nuclear weapons and the reversion of Okinawa: Sato Eisaku and Japan's security**

### **Discussion questions**

What were the effects of the US intervention in South Vietnam in 1965 on US-Japan relations?

What did the Sato Administration aim to achieve through the negotiations over the reversion of Okinawa?

Why made the reversion of Okinawa possible in 1972?

What gains did the US make from the reversion of Okinawa ?

### **Reading List**

Havens, T.R.H., *Fire Across the Sea: The Vietnam War and Japan, 1965-1975* (1987)

Kesevan, K.V., 'The Vietnam War as an Issue in Japan's Relations with the United States', *International Security* (1977)

Maga, T., 'Golf Ball Diplomacy: Richard Nixon and Japan, 1969-74', *Diplomacy and Statecraft* (1998)

Ziemann, Benjamin, ed., *Peace Movements in Western Europe, Japan and the USA during the Cold War* (2007)

## **Class 9. The road to normalisation with China**

### **Discussion questions**

Why did Yoshida's attempt to develop trade with the PRC fail?

Why did the Kishi administration not attempt to stop the deterioration of relations with the PRC after the Nagasaki Flag Incident of 1958?

How far did Japan's search for normalisation with the PRC aimed to counter the diplomacy led by Nixon-Kissinger?

Why was normalisation with China achieved in 1972 ?

### **Reading List**

Ito, G., *Alliance in Anxiety: Détente and the Sino-American-Japanese Triangle* (2003)

Maga, T., 'Golf Ball Diplomacy: Richard Nixon and Japan, 1969-74', *Diplomacy and Statecraft* (1998)

Ogata, S, *Normalization with China: A Comparative Study of US and Japanese Processes* (1988)

Soeya, Yoshihide, *Japan's Economic Diplomacy With China, 1945-1978* (1999)

### **Class 10. Japan's diplomacy in an age of crisis (1970s): from Tanaka's oil diplomacy to the Fukuda Doctrine**

#### **Discussion questions**

Assess the impact of the 'Nixon Shocks' on Japanese foreign policy.

It is often argued that the 1970s was a period of crisis in Japan's foreign relations. How far is such an interpretation valid?

Assess Japan's reaction to the 'Oil Crisis' with reference to its subsequent effects on the structure of Japan's economy and industry

'Japan's diplomatic plans vis-à-vis Southeast Asia in the 1970s, as seen in the 'Fukuda Doctrine, was fundamentally no different from the ideas of administrations in the 1960s'. Discuss.

#### **Reading List**

Sudo, S., *The Fukuda Doctrine and ASEAN* (1992)

Sudo, S, *The International Relations of Japan and South East Asia: Forging a New Regionalism* (2001)

### **Class 11. An 'Economic superpower' and its foreign relations: relations with the US and with Asia during the Nakasone Administration**

#### **Discussion questions:**

'The economic miracle achieved Japan was merely a product of the Cold War'. Discuss.

Why did Japan's growing economic strength from the 1970s not lead to its becoming a 'normal state'?

'The Nakasone government had grand visions, but failed to achieve anything substantial'. Discuss.

Explain why the nature of relations with the neighbouring Asian countries greatly change between the earlier period of the Nakasone Administration and its later period?

Explain why the Nakasone Administration failed to bring about any substantial change in the Japanese policy system?

### **Reading List**

Forsberg, A., *America and the Japanese Miracle: The Cold War Context of Japan's Postwar Economic Revival* (2000)

Johnston, C., *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1976* (1982)

Okimoto, D., et al eds., *The Political Economy of Japan, vol.2: The Changing International Context* (1988)

Morishima, M., *Why has Japan 'Succeeded'?: Western Technology and the Japanese Ethos* (1982)

Muramatsu, M., 'In Search of National Identity: The Politics and Policies of the Nakasone Administration', *Journal of Japanese Studies* (1987)

Pye, K.B., 'In Pursuit of a Grand Design: Nakasone Between the Past and the Future', *Journal of Japanese Studies* (1987)

Smith, D.B., *Japan Since 1945: The Rise of an Economic Superpower* (1995)

Sudo, S., *The Fukuda Doctrine and ASEAN* (1992)

## **Class 12. Post-Cold War Japan's international role tested: the First Gulf War (1991) and the Cambodian peace settlements**

### **Discussion questions**

Explain and assess the main differences in the nature of the regional order in the Asia-Pacific area in the periods before and after the end of the Cold War.

'It was the end of the Cold War that brought about one party governance of Japanese politics by the LDP'. Discuss.

Discuss the impact of the First Gulf War on Japan's foreign and security policy.

How can one explain Japan's involvement in the peace process for Cambodia in the 1990s in the context of the long development of Japan's Southeast Asia policy?

### **Reading List**

Muramatsu, M., 'In Search of National Identity: The Politics and Policies of the Nakasone Administration', *Journal of Japanese Studies* (1987)

Pye, K.B., In Pursuit of a Grand Design: Nakasone Betwixt the Past and the Future', *Journal of Japanese Studies* (1987)

### **Class 13. Economic and political crisis in the 1990s: the redefinition of the US-Japan alliance and the origins of the problem of the 'relocation of the Futenma Air Base'**

#### **Discussion questions**

What changes did the Japanese security system experience through the redefinition of the US-Japan security treaty in 1996?

To what extent can the strategic significance of the United States be said to have increased in the Asia-Pacific since the end of the Cold War?

'The US-Japan agreement over the return of the Futenma Air Base (1996) signified the (degreased) decreased significance of the US military presence for both Japan and the US'. Discuss.

To what extent is the question of the relocation of the Futenma Air Base a 'domestic' problem for Japan rather than an international one?

### **Reading List**

Austin, G et al eds., *Japan and Greater China: Political Economy and Military Power in the Asian Century* (2001)

Dobson, H., *Japan and the G7/8 :1975-2002* (2004)

Funabashi, Yoichi, *Alliance Adrift* (1999)

Hook, G., *Japan and the Emerging Asia Pacific Order* (2003)

### **Class 14. Koizumi Diplomacy: 9/11 and Japanese diplomacy**

#### **Discussion question**

'A *Turning point* in Japan's security policy'. Discuss this verdict with reference to Japan's response to the '9/11' crisis.

**Reading List**

Shinoda, Tomohito, *Koizumi Diplomacy: Japan's Kantei Approach to Foreign and Defense Affairs* (2007)

Envall, H.D.P., 'Transforming Security Politics: Koizumi Jun'ichiro and the Gaullist tradition in Japan', *electronic journal of contemporary Japanese studies*, 3 (2008)

**Class 15. Timed-exam (an hour) (followed by a review)**

## View Syllabus Information

Course Information				
Year	2022	School	School of Political Science and Economics	
Course Title	Political Behavior [E] 01			
Instructor	ONO, Yoshikuni			
Term/Day/Period	fall semester Tues.2			
Category	Contemporary Politics: Advanced/Specialized Courses	Eligible Year	3rd year and above	Credits2
Classroom	3-301	Campus	waseda	
Course Key	11G1001070	Course Class Code	01	
Main Language	English			
Class Modality Categories	[On-campus]			
Course Code	POLX311L			
First Academic disciplines	Political Science			
Second Academic disciplines	Political Science			
Third Academic disciplines	Contemporary Politics／Political Process			
Level	Advanced, practical and specialized	Types of lesson	Lecture	

Syllabus Information		Latest Update : 2022/02/17 12:40:19
<b>Subtitle</b>	Voters, Political Parties, and Elections	
<b>Course Outline</b>	<p>This course introduces students to the basic framework and key concepts to understand the behavior of voters and politicians in elections. It also explores the foundations of political parties and electoral competition.</p> <p>The schedule is subject to change.</p>	
<b>Objectives</b>	The class aims not only to acquaint students with the knowledge and terminology of political science, but also to give them tools to evaluate information and think critically about how politics works. It is expected that students will be able to analyze and understand dynamically changing politics based on the theories and analytical frameworks they have learned through lectures.	
<b>before/after course of study</b>	Students should read the textbook and prepare for the class in advance. In the classes, students will be given the opportunities to have discussions in groups. There are also in-class quizzes as well as a final exam.	
<b>Course Schedule</b>	<p>1: #1 Introduction</p> <p>2: #2 Political Parties I: What are they and what do they do?</p> <p>3: #3 Political Parties II: Where do they come from?</p> <p>4: #4 Party Systems: How is the number of political parties determined?</p> <p>5: #5 Elections: Why do we have elections?</p> <p>6: #6 Electoral Systems I: How do elections work?</p> <p>7: #7 Electoral Systems II: How do elections work?</p> <p>8: #8 Interparty Competitions: How do political parties compete?</p>	

	9: #9 Voter Turnout and Participation: Why do people vote? 10: #10 Voting Behavior I: How do voters decide where to vote in elections? 11: #11 Voting Behavior II: How do voters decide where to vote in elections? 12: #12 Voting Behavior III: How do voters decide where to vote in elections? 13: #13 Public Opinion: What is public opinion and how can we measure it? 14: #14 Gender and Elections: Why are women underrepresented in politics? 15: #15 Review session						
<b>Textbooks</b>	Clark, Golder & Golder, Principles of Comparative Politics (CQ Press, 2017). Flanigan, et al. Political Behavior of the American Electorate (CQ Press, 2018)						
<b>Reference</b>	Carroll and Fox eds. Gender and Elections (Cambridge University Press, 2018)						
<b>Evaluation</b>	<table border="1"> <thead> <tr> <th>Rate</th><th>Evaluation Criteria</th></tr> </thead> <tbody> <tr> <td>Exam: 85%</td><td>Final Exam</td></tr> <tr> <td>Others: 15%</td><td>In-class quizzes and minute papers</td></tr> </tbody> </table>	Rate	Evaluation Criteria	Exam: 85%	Final Exam	Others: 15%	In-class quizzes and minute papers
Rate	Evaluation Criteria						
Exam: 85%	Final Exam						
Others: 15%	In-class quizzes and minute papers						
<b>Note / URL</b>	Classes will be delivered online. The first session will be available on Waseda Moodle. Please watch it.						

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# PUBLIC CHOICE

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FALL 2022

**Instructor:** Yasushi Asako (yasushi.asako@waseda.jp)

**Lecture Time:** Tuesday 1:00pm - 2:30pm

**Office Hour:** by appt. @ 3-1221

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## OVERVIEW

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This course is about what has variously been called public choice, political economy, positive political theory, formal political analysis, and much else. Whatever one calls it, this course is about the analysis of political choices and strategies. Analytical approaches to politics involve breaking an argument down into individual pieces and building up conclusions from those pieces. As a practical matter, this is often done with the use of mathematics, especially, game theory. Currently, game-theoretical analyses are important methods to understand politics.

This field is also important in economics to understand how policies are decided and how to implement good policies. In some courses such as Microeconomics or Public Economics, you may learn about "market failures" such as oligopolistic markets, externalities or public goods. In the case of market failures, market mechanisms cannot achieve efficient outcomes, so the government needs to intervene to the market to solve these problems. To analyze these problems, we usually assume that the government acts in the public interest, i.e., the government can try to improve the lives of its citizens and implement the best policy for them. However, politicians or other political actors are mainly in private interest and may not have an incentive to implement the best policy for citizens. We call such problems as "government failures," which we will analyze in this course.

The last decade has witnessed growing interest in nondemocratic politics. This trend has been reflected in increasingly rigorous formal modeling of its various aspects. We mainly review these models of nondemocracies in this course.

## IMPORTANT DATES

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- **November 15:** Due date of problem set 1 (by the beginning of the class)
- **January 10:** Due date of problem set 2 (by the beginning of the class)
- **January 24:** Final exam in class

Note: If you cannot be in class on January 24<sup>th</sup>, and you cannot also take a makeup exam in the designated date, **do not take this course.**

## PREREQUISITES

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The prerequisite for this class is *Introduction to Game Theory* (ゲーム理論入門). **DO NOT TAKE THIS COURSE IF PREREQUISITE IS NOT SATISFIED.** What is more important than any specific previous coursework is to have some degree of comfort with material presented in a formal (i.e. mathematical) fashion.

## READING

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I will distribute lecture notes in some (not all) classes. Students are required to read a lecture note before each class, and I will discuss more advanced topic in class. If you do not read a lecture note in advance, you may not be able to catch up my classroom lectures.

There is no textbook in this course, but for those of you who would like to see an alternative treatment:

- [Recommend] Gehlbach, Scott, 2022, *Formal Models of Domestic Politics 2<sup>nd</sup> edition*, Cambridge University Press.
- Gehlbach, S., K. Sonin, and M. Svolik, 2016, "Formal Models of Nondemocratic Politics," *Annual Review of Political Science*. 19: pp. 565-84. (available @ Moodle)
- Persson, Torsten, and Guido Tabellini, 2000, *Political Economics: Explaining Economic Policy*, MIT Press.

## GRADING

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There are two components to the course grade:

- Final exam: 50%
- Problem sets: 50%

The grade is decided by only the above components. **There is no extra credit. Do not ask me to give a chance to get a credit using extra credits after you get F/G.**

## FINAL EXAM

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The final exam will cover lecture material and be an open-book exam. I have zero tolerance for academic misconduct, and I will respond to any incidents of cheating very severely.

## PROBLEM SETS

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Two problem sets will be assigned. Each problem set has around four questions, and you will get 2 points (correct), 1 point (good effort), or 0 point (poor effort) for each question. Deadlines for the problem sets are given above.

I recommend you to submit it at the beginning of the class without any requirement about the style. You can also submit it through Moodle. In this case, **it must be typed and use only pdf file. I will not grade if you do not write your name at the beginning of the text.**

**If I find that you just copy from other student's answers, your grade is F, and I will inform it to the department.**

## REGRADING

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If you feel that some assignments have been improperly graded, then you may request that it be regraded. Your request should be accompanied by a cover letter indicating the source of your concern. I will regrade the entire assignment in question, meaning that the revised grade may be higher or lower than what you originally received.

You may not agree with your final grade, and may request that it be regraded. You must request regrading through the department office during the designated period announced by the office. Follow the departmental rule, and do not send an email directly to me. Even if you directly contact to me, I will not react.

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## COVID-19

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If I need to stay home on a lecture date, I will provide an on-demand lecture instead of a classroom lecture. If it is the due date of a problem set, the deadline will be extended by a week.

If you cannot attend a class, all materials distributed in class are available on Moodle. You can also ask classmates to share information. I will not provide an on-demand lecture or an extra lecture. Even if you cannot take the in-class final exam, you can take a make-up exam. Please ask the department office in this case.

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## CURVE

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Roughly speaking, I will use the following curve.

10%: A+, 20%: A, 40%: B, 30%: C or F/G

If a student's total score (including an extra credit from group work) is 50/100 or lower, this student will get F/G. If you do not take the final exam, you cannot pass this course (H).



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## SCHEDULE

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(The schedule might be subject to minor changes.)

### **I. Political Institutions**

Class 1 (Oct. 4): Guidance (No reading assignment)

Class 2 (Oct. 11): Commitment Power in Democracies (No reading assignment)

## **II. Political Institutions**

Class 3 (Oct. 18): Politics without Institutions

Class 4 (Oct. 25): Selectorate Theory I: Political Survive

Class 5 (Nov. 1): Selectorate Theory II: Policy

## **III. Institution as Commitment Device**

Class 6 (Nov. 8): Commitment Power with Weak Institutions I

Class 7 (Nov. 15): Commitment Power with Weak Institutions II

Due date of the 1<sup>st</sup> problem set

## **IV. Democratization as Commitment Device**

Class 8 (Nov. 22): Bottom-up Democratization

Class 10 (Nov. 29): Democratization as Commitment Device

Class 11 (Dec. 6): Democratization with Income Inequality

## **V. Information in Nondemocracies**

Class 11 (Dec. 13): Electoral Manipulation

Class 12 (Dec. 20): Media Control

Class 13 (Jan. 10): Bayesian Persuasion

Due date of the 2<sup>nd</sup> problem set

Class 14 (Jan. 17): Informational Autocracy

Class 15 (Jan. 24): The final exam in class

# Contemporary Japanese Foreign Policy

(3<sup>rd</sup> period, Thursday)

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## Orientation

Sept. 29, 2022

Lecture-based course

Prof. Honda

## Course Description

This course focuses on the Japanese foreign policy mainly after 1945. Students are provided with Japan's past, present and future interactions with the United States, Asian nations, European nations, African nations, and international institutions. The foreign policy will be analyzed from a wide variety of interdisciplinary perspectives – historical, political, economic, and security relations – and through diverse paradigmatic lenses. In this course, newspaper articles and audio-visual aids will be utilized.

## Course Objectives

- 1) Students are expected to gain a better understanding of the Japanese foreign policy from broader perspective.
- 2) Students are expected to form their own ideas towards the Japanese foreign policy.

## Course Schedule

9/29	Class 1	Orientation: Course description
10/6	Class 2	Japan's International Relations①: Historical overview of the Japanese foreign policy I
10/13	Class 3	Japan's International Relations②: Historical overview of the Japanese foreign policy II
10/20	Class 4	Japan-United States Relations①: Political and security relations
10/27	Class 5 (recorded)	Japan-United States Relations②: Economic relations
11/3	Class 6	Japan-East Asia Relations①: Political relations: Historical overview of the relations
11/10	Class 7	Japan-East Asia Relations②: Security relations (territorial disputes)
11/17	Class 8	Japan-East Asia Relations③: Security relations (nuclear development by DPRK)
11/24	Class 9	Japan-East Asia Relations④: Economic relations + Midterm quiz
12/1	Class 10	Japan-Europe Relations: Political, economic, security relations
12/8	Class 11	Japan-Africa Relations: Political, economic, security relations
12/15	Class 12	Japan-Global Institutions①: Japan-United Nations relations
12/22	Class 13	Japan-Global Institutions②: Japan-global economic institutions
1/12	Class 14	Japan-Global Institutions③: GX Summitry / Wrap-up
1/19	Final Exam	

\*NOTE: This schedule is subject to change depending on the progress of the class.

# Contemporary Japanese Foreign Policy

(3<sup>rd</sup> period, Thursday)

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## ●Textbook:

No textbook required. Necessary materials are distributed on Moodle in advance every week.

## ●Recommended books:

Glenn D. Hook, J. Gilson, C.W. Hughes and H. Dobson, "Japan's International Relations: Politics, economics and security" (Sheffield Centre for Japanese Studies / Routledge Series, 2012)

Thomas Berger, Mike Mochizuki, and Jitsuro Tsuchiyama, "Japan in International Politics: The Foreign Policies of an Adaptive State" (London: Lynne Rienner Publishers, 2007)

## ●Evaluation method:

1) Examination(s): 70%

\*Details: Midterm quiz (20%) and final examination (50%)

2) Attendance: 30%

\*Students must attend at least 2/3 of all the classes.

\*If you do not satisfy the required attendance, you cannot take final examination.

## ★Every week you have to do is .....

- Visit Moodle and pick up study materials
- Concentrate on a lecture
- Review the contents after each class.

## ●Class Rules

- 1) Visit Moodle before attending every class.
- 2) You must come to class on time.
- 3) Unexcused absences will affect your final grade.

## ●Contact address:

Miki HONDA, Ph.D. (IR/Waseda Univ.)

Professor, Department of Global Politics, Faculty of Law, Hosei University

[mikih@m8.dion.ne.jp](mailto:mikih@m8.dion.ne.jp) / [m.honda@aoni.waseda.ac.jp](mailto:m.honda@aoni.waseda.ac.jp)

→ Class 2 Japan's International Relations①: Historical overview of the Japanese foreign policy

## View Syllabus Information

Course Information					
Year	2022	School	Center for Japanese Language		
Course Title	Listening Comprehension: Radio News, Note-taking, and Summarization Exercises 6 (Japanese course for International Student)				
Instructor	NAKAZAWA, Sakiko				
Term/Day/Period	fall semester Wed.1				
Category	Japanese course for International Student (Theme Course, Listening Comprehension)	Eligible Year	1st year and above	Credits	1
Classroom	22-619	Campus	waseda		
Course Key	9204A66006	Course Class Code	02		
Main Language	Japanese				
Class Modality Categories	[On-campus] Hybrid (over 50% of classes on-campus)				
Course Code	LANJ201L				
First Academic disciplines	Languages				
Second Academic disciplines	Japanese				
Third Academic disciplines	Japanese				
Level	Intermediate, developmental and applicative	Types of lesson	Lecture		

Syllabus Information		Latest Update : 2022/08/29 14:34:28
Subtitle	聴解練習で聞き取ったメモを再構成しまとめる練習を行い、聴解能力と文章表現能力の向上を図る。	
Course Outline	<p>【日本語教育研究センターからの重要なお知らせ／Important Notice from the Center for Japanese Language】</p> <p><b>全ての日本語科目は、秋学期の第1週目(9月28日～10月4日)の授業を「オンライン」で実施することといたします。</b></p> <p>シラバスに第1週目は対面授業と記載されていた場合でも、オンラインで実施されますのでご注意ください。</p> <p>第1週目の実施方法は、科目ごとに異なります。(リアルタイム配信やオンデマンドなど)登録が決定した科目は、Waseda Moodleに記載されている教員の指示にしたがって受講してください。</p> <p><b><u>All Japanese language courses offered by the Center for Japanese Language will be conducted "ONLINE" during the first week of the fall semester (From 28th September to 4th October).</u></b></p> <p>Please note that even if the syllabus states that the first week is face-to-face, it will be conducted online.</p> <p>The details of the first week of classes will vary by course.(real-time delivery, on-demand, etc.)</p> <p>Once the course registration has been approved, please follow the instructions from your teachers on the Waseda Moodle to take the first class.</p> <p>6レベルの聴解と文章表現の練習を行う。ラジオのニュースの内容を正確に聞きながらメモを取り、その内容をまとめ、書く。</p> <p>15回全ての授業を対面授業で行う。練習は授業中に手書きをし、提出する。内容についての質問等は授業時間内でのみ受け付ける。そのため、必ず出席しなければならない。</p> <p>ニュースは、主にローカルニュースを扱う予定である。練習は以下のように行う。</p>	

	<p>1. テープを3回聞く。学生は聞きながらメモを取る。1回目と3回目は途中で止めず、最後まで聞く。2回目は単語や文節で止め、学生に口頭で繰り返させたり語彙や内容を確認したりしながら聞く。質問等も受け付ける。</p> <p>2. 自分の書いたメモを見ながら、内容をまとめ、200字以内に要約する。(締め切りまでに提出する)必要に応じて、日本の地理・歴史・文化事情等も扱う。</p> <p>学生が未習の単語が出てくる教材を使うことが多く、授業時間内に聞き取った内容をまとめて書く練習を行うため、聴解力や語彙・表現・文法はもちろん、文章表現力も6レベルであることが求められる。なお、学生の間違い等を指摘し、フィードバックしていく。</p> <p>この授業はディクテーションをする練習ではないので、注意すること。</p> <p>学生は、1回目のオリエンテーションに出席し、説明を聞くようにする。</p>						
<b>Objectives</b>	<p>生のラジオニュースを正確に理解し、その内容を要約することができるようになる。</p> <p>知らない単語などのメモを取り、辞書で調べたり質問したりできるようになる。</p>						
<b>before/after course of study</b>	<p>課題の返却・フィードバック後に、自分の書いたものを確認する。特に、間違えたところについて振り返り、同じ間違いを繰り返さないように気を付ける。ニュースに出てきた単語や表現の復習をする。(30分～90分ぐらい)</p> <p>予習として、テレビやラジオのニュースや解説番組等を聞くことを習慣化することが望ましい。</p>						
<b>Course Schedule</b>	<p>15回全ての授業を対面授業で行う。</p> <p>第1回：オリエンテーション、サンプル練習  第2回：サンプル練習の返却・フィードバック、練習1  第3回：練習1の返却・フィードバック、練習の仕方・採点の基準等について説明  第4回：練習2  第5回：練習2の返却・フィードバック、練習3  第6回：練習3の返却・フィードバック、練習4  第7回：練習4の返却・フィードバック、練習5  第8回：練習5の返却・フィードバック、練習6  第9回：練習6の返却・フィードバック、練習7  第10回：練習7の返却・フィードバック、練習8  第11回：練習8の返却・フィードバック、練習9  第12回：練習9の返却・フィードバック、練習10  第13回：練習10の返却・フィードバック、練習11  第14回：練習11の返却・フィードバック、練習12  第15回：練習12の返却・フィードバック、練習13</p>						
<b>Textbooks</b>	使用しない。						
<b>Reference</b>	授業で適宜紹介する。						
<b>Evaluation</b>	<table border="1"> <thead> <tr> <th>Rate</th><th>Evaluation Criteria</th></tr> </thead> <tbody> <tr> <td>Class Participation: 10%</td><td>授業における積極性・協調性を評価する。</td></tr> <tr> <td>Others: 90%</td><td>授業での課題の合計で評価する。課題では、キーワードが正しい意味で使われているか、文法や語彙・表現等を正確に使っているか、全体をうまくまとめているかなどを評価する。特に、内容がニュースとあっているかどうかを重視する。</td></tr> </tbody> </table>	Rate	Evaluation Criteria	Class Participation: 10%	授業における積極性・協調性を評価する。	Others: 90%	授業での課題の合計で評価する。課題では、キーワードが正しい意味で使われているか、文法や語彙・表現等を正確に使っているか、全体をうまくまとめているかなどを評価する。特に、内容がニュースとあっているかどうかを重視する。
Rate	Evaluation Criteria						
Class Participation: 10%	授業における積極性・協調性を評価する。						
Others: 90%	授業での課題の合計で評価する。課題では、キーワードが正しい意味で使われているか、文法や語彙・表現等を正確に使っているか、全体をうまくまとめているかなどを評価する。特に、内容がニュースとあっているかどうかを重視する。						
<b>Note / URL</b>	<p>・この授業では、日本語の間違いを指摘し、直していく。練習は厳しい。そのため、本気で日本語が上達したいと思っている学生の受講を希望する。</p> <p>・学生が知らない単語があっても、単語リストは配らず、学生が自力で聞き取る練習を行う。</p> <p>・基本的に、遅刻をした学生のために、ニュースを再度聞くことはしない。遅刻しないように気を付けること。</p> <p>・たえずすべての授業に出席し課題を提出し試験を受けたとしても、合計点が60点にならない学生は不合格とする。また、すべての授業に出席し課題を提出し試験を受けたとしても、それだけで成績がA+やAになるわけではない。課題の合計点で成績が決まる。文法や語彙・表現等の技術点と、内容が番組とあっているかどうかの内容点は分けて計算する。内容点の方を重視する。</p> <p>・以下の学生は、この授業を履修することを避けた方がよい。上記のような理由で希望通りの成績が取れなかったり不合格になったりする可能性があるからである。</p> <p>①日本語教育研究センターの修了や学部等の卒業に必要な単位としてこの授業を履修する学生</p>						

②奨学金や大学院への進学等のためにA以上の成績を取りたい学生

## View Syllabus Information

Course Information					
Year	2022		School	Center for Japanese Language	
Course Title	Learning Japanese through Blogging 3 (Japanese course for International Student)				
Instructor	UCHIDA, Ayumi				
Term/Day/Period	fall semester Wed.2				
Category	Japanese course for International Student (Theme Course, Written Expression)		Eligible Year	1st year and above	Credits1
Classroom	14-601		Campus	waseda	
Course Key	9204B33004		Course Class Code	02	
Main Language	Japanese				
Class Modality Categories	[Emergency] Hybrid				
Course Code	LANJ101L				
First Academic disciplines	Languages				
Second Academic disciplines	Japanese				
Third Academic disciplines	Japanese				
Level	Beginner, initial or introductory		Types of lesson	Lecture	

Syllabus Information		Latest Update : 2022/08/26 18:25:56
Course Outline	<p>【日本語教育研究センターからの重要なお知らせ／Important Notice from the Center for Japanese Language】</p> <p><b>全ての日本語科目は、秋学期の第1週目(9月28日～10月4日)の授業を「オンライン」で実施することといたします。</b></p> <p>シラバスに第1週目は対面授業と記載されていた場合でも、オンラインで実施されますのでご注意ください。</p> <p>第1週目の実施方法は、科目ごとに異なります。(リアルタイム配信やオンデマンドなど)登録が決定した科目は、Waseda Moodleに記載されている教員の指示にしたがって受講してください。</p> <p><b><u>All Japanese language courses offered by the Center for Japanese Language will be conducted "ONLINE" during the first week of the fall semester (From 28th September to 4th October).</u></b></p> <p>Please note that even if the syllabus states that the first week is face-to-face, it will be conducted online.</p> <p>The details of the first week of classes will vary by course.(real-time delivery, on-demand, etc.)</p> <p>Once the course registration has been approved, please follow the instructions from your teachers on the Waseda Moodle to take the first class.</p> <p>このクラスでは、ブログを使用し、自分の考えを表現し、クラスメートと共有すること、今までに勉強した語彙・文型の運用力を強化し、作文力と読解力をつけることを目標にします。ブログに投稿する前に、毎週クラスでテーマについて話し合い、ドラフトを作成・訂正します。課題は2つあり、一週間に一回記事を投稿すること、クラスメートのブログを読みコメントを書くことの二つがあります。これら二つの課題には毎週2時間～3時間かかるかと想定されます。クラスは端末教室で行ない、授業内でブログを作成したり、クラスメートや他の人のブログやウェブサイト</p>	

	を読んだりすることもあります。本授業は、対面授業9回とオンデマンド配信授業6回の組み合わせで実施する予定です。
<b>Objectives</b>	ブログを使用し、作文力と読解力をつけ、自分の考えを表現し、クラスメートと共有できるようになる。
<b>before/after course of study</b>	毎回、ブログの記事の作成と修正を授業前にしてもらいます。90~120分かかると想定されます。
<b>Course Schedule</b>	<p>第1週 オリエンテーション（対面授業） コース概要の説明をします。</p> <p>第2週 ブログ説明、ブログアカウント作成（対面授業） ブログの使い方を説明し、各自ブログのアカウントを作成します。</p> <p>第3週 早稲田大学に来た理由と今学期の目標（対面授業） 早稲田大学を選んだ理由をクラスメートに説明し、今学期の目標を考えます。クラスで話したことをまとめ、授業後、締切までに記事を作成し投稿します。</p> <p>第4週 早稲田大学に来た理由と今学期の目標の直し（オンデマンド配信型授業） フィードバックをもとに、各自記事を修正します。その後、コメントを書いたり、サマリーを書いたりします。</p> <p>第5週 私が尊敬する人、私に影響を与えた人・もの（対面授業） 今までの人生で影響を受けた人・ものについてクラスメートと話し、情報を共有します。必要な文型や表現も学びます。授業後、締切までに記事を作成し投稿します。</p> <p>第6週 私が尊敬する人、私に影響を与えた人・ものの直し（オンデマンド配信型授業） フィードバックをもとに、各自記事を修正します。その後、コメントを書いたり、サマリーを書いたりします。</p> <p>第7週 私の国・町について伝えたいこと・知ってもらいたいこと、社会問題（対面授業） 自分の国・町特有の習慣や行事、社会問題などについて考え、グループで話し合います。クラスで話したことをまとめ、授業後、締切までに記事を作成し投稿します。</p> <p>第8週 私の国・町について伝えたいこと・知ってもらいたいこと、社会問題の直し（オンデマンド配信型授業） フィードバックをもとに、各自記事を修正します。その後、コメントを書いたり、サマリーを書いたりします。</p> <p>第9週 色々なブログ、自由テーマ（対面授業） 記事にするテーマを各自自由に選び、構成を考えます。授業後、締切までに記事を作成し投稿します。</p> <p>第10週 色々なブログ、自由テーマの直し（オンデマンド配信型授業） フィードバックをもとに、各自記事を修正します。その後、コメントを書いたり、サマリーを書いたりします。</p> <p>第11週 おすすめのお店/物/場所（対面授業） レストランガイドを読み、その形式や表現を学習した後、各自お勧めのお店や場所の情報を収集します。授業後、締切までに記事を作成し投稿します。</p> <p>第12週 おすすめのお店/物/場所の直し（オンデマンド配信型授業） フィードバックをもとに、各自記事を修正します。その後、コメントを書いたり、サマリーを書いたりします。</p> <p>第13週 これからの目標と将来の夢（対面授業）</p>

	<p>これまでのふりかえりをし、今後の目標や将来の夢について考えます。授業後、締切までに記事を作成し投稿します。</p> <p>第14週 これからの目標と将来の夢の直し（オンデマンド配信型授業） フィードバックをもとに、各自記事を修正します。その後、コメントを書いたり、サマリーを書いたりします。</p> <p>第15週 まとめ、アンケート、学習相談（対面授業） 今学期を振り返り、成果と課題を考えます。また今後の学習方法などの学習相談を行います。</p>										
<b>Textbooks</b>	講師作成ワークシート、ブログ										
<b>Evaluation</b>	<table border="1"> <thead> <tr> <th>Rate</th><th>Evaluation Criteria</th></tr> </thead> <tbody> <tr> <td>Exam: 10%</td><td>期末試験を評価します。</td></tr> <tr> <td>Papers: 60%</td><td>毎週課題を提示します。期日通りに提出し、タスクを達成しているか評価します。</td></tr> <tr> <td>Class Participation: 20%</td><td>グループワークにおける貢献度や授業参加度を10%、クイズを10%で評価します。</td></tr> <tr> <td>Others: 10%</td><td>各自作成のブログを10%で評価します。</td></tr> </tbody> </table>	Rate	Evaluation Criteria	Exam: 10%	期末試験を評価します。	Papers: 60%	毎週課題を提示します。期日通りに提出し、タスクを達成しているか評価します。	Class Participation: 20%	グループワークにおける貢献度や授業参加度を10%、クイズを10%で評価します。	Others: 10%	各自作成のブログを10%で評価します。
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<b>Note / URL</b>	<p><b>目標 (objectives)</b></p> <ul style="list-style-type: none"> <li>・今までに勉強した文法や言葉を復習して、使えるようになる。</li> <li>・自分の意見を言えるようになる。</li> <li>・ブログに自分の意見を書いて、書く力を身につける。</li> <li>・クラスメートのブログを読んで、読む力を身につける。</li> </ul> <p><b>評価 (evaluation)</b></p> <ul style="list-style-type: none"> <li>・授業参加度10% 課題60% クイズ10% ブログの評価10% 期末試験10%</li> </ul> <p><b>注意 (notes)</b></p> <ul style="list-style-type: none"> <li>・クラスでは主に、説明、フィードバック、グループワークなどの「話す」「聞く」活動を行います。</li> <li>・ブログとLMS (google classroom / Moodle)で「書く」「読む」活動を課題の提出をします。</li> <li>・ <b>Assignments will be given weekly, and must be submitted by Saturday (Make sure you have enough time to work on your assignments by Saturday)</b></li> <li>・ You will be required to write a blog entry (600 characters or more), summary, or comment as an assignment.</li> <li>・ NO makeups will be offered for quizzes.</li> <li>・ NO credit will be given for assignments uploaded after 4 days late.</li> </ul>										