

Course Title	GL202 <Leadership Development through Action Learning and Coaching>
Instructor	CHENG, S.
Credit	2 Credits
Course Number	CMP2651

Course Objectives

This course aims at developing leadership skills to solve complicated and adaptive problems in the global society. By completing the course, students will be able to perform the following leadership skills:

1. Solving problems; building teams by facilitating Action Learning (AL) sessions as a coach
2. Enhancing one's own and others' leadership skills
3. Cooperating with team members/colleagues from various countries and understanding the power of diversity.

Course Contents

1. AL and Personal Coaching skills:
Basic knowledge and skills of Action Learning and personal coaching will be introduced in the course. Each student will be required to lead and facilitate an Action Learning session as an AL coach.
2. Group Work
Students need to initiate and accomplish a project outside of class with team members.

Course Schedule

1. Introduction
2. Theory of Action Learning (1)
3. Theory of Action Learning (2)
4. Mini Project (Start-up)
5. Action Learning Coaching Session (1)
6. Action Learning Coaching Session (2)
7. Mini Project (Middle Report)
8. Action Learning Coaching Session (3)
9. Action Learning Coaching Session (4)
10. Mini Project (Presentation)
11. Action Learning Coaching Session (5)
12. Action Learning Coaching Session (6)
13. Action Learning, Coaching and Global Leadership
14. Reflection

Study Required Outside of Class

Students have to work on one's project outside of class with team members.

Evaluation

Presentations and Active participation in the class (30%); Group Work and Papers (40%); Final Report (30%)
80% or more attendance will be required to acquire course credits.

Textbooks

Textbooks will be announced by the instructor.

Readings

Readings will be announced by the instructor.

Course Title	GL302 <Effective and Responsible Leadership in a Changing World>
Instructor	BARKER, N. H.
Credit	2 Credits
Course Number	CMP2651

Course Objectives

The course will analyze the nature of effective leadership in a changing world and help students develop the knowledge and skills that result in responsible action (not all effective leadership is responsible). By completing the course, students will enhance their individual leadership capacity in the following areas:

the model of adaptive leadership, leading without authority (influence), implementing different types of decision-making depending on the situation, handling adversity and building personal resilience for challenging times, the role of followers when confronted with a toxic (unethical) leader, effective action that results in positive difference, and the framework of invitational leadership that enables leaders to bring out the best in others.

Course Contents

Each class will highlight a different dimension of effective global leadership using documentary film as a visual case study. Films will be selected from different cultural contexts and walks of life to address leadership holistically, including the personal and professional. Following each film screening, insights learned from analytical frameworks and group discussion will be applied to operational leadership and the specific settings in which students live and work. The challenge, as always in leadership education, is learning how to learn leadership: that is, enhancing individual leadership capacity to take action in a world of exponential change.

Course Schedule

1. Adaptive Leadership - Film Case: Peace One Day 1
2. Adaptive Leadership - Film Case: Peace One Day 2
3. Power, Authority and Influence - Film Case: 12 Angry Men 1
4. Power, Authority and Influence - Film Case: 12 Angry Men 2
5. Effective Decision-Making: Crisis Case Studies and Consensus Workshop 1
6. Effective Decision-Making: Crisis Case Studies and Consensus Workshop 2
7. Adversity and Resilience - Film Case: The Endurance 1
8. Adversity and Resilience - Film Case: The Endurance 2
9. Toxic Leadership and Followership - Film Case: JonesTown 1
10. Toxic Leadership and Followership - Film Case: JonesTown 2
11. Taking Action and Making a Difference - Film Case: Smile Pinki 1
12. Taking Action and Making a Difference - Film Case: Smile Pinki 2
13. Invitational Leadership - Film Case: Last Lecture and Values Workshop 1
14. Invitational Leadership - Film Case: Last Lecture and Values Workshop 2

Study Required Outside of Class

Handouts will be provided in class, or before class, if and when required. This is not a reading intensive course, although the instructor will recommend readings and share resources to provide context and stimulate further interest. Formal class presentations are not required, but active engagement during group discussions is important.

Evaluation

Active participation in all class activities and discussions (50%); Final (Leadership Reflection) Paper (30%); Quizzes (20%)
80% or more attendance will be required to acquire course credits.

Course Title	Introduction to Global Issues <Learning global issues from vulnerable groups' point of view>
Instructor	YONEKAWA, M.
Credit	2 Credits
Course Number	CMP2601

■ Course Objectives

This course aims to deepen understanding on global issues especially from the vulnerable groups' point of view.

Students are expected to expand their worldview from various perspectives, to gain logical and critical thinking, and to improve communication, writing and questioning skills.

■ Course Contents

Today, as globalization advances, new issues are emerging. What are the characteristics and common points of each global issue? Who benefits and who suffers? Practitioners who have worked in the field of global issue as well as researchers will be invited as guest speakers to speak about various global issues based on their experience and observation. The entire course will be held in English and all students are expected to participate actively in discussion.

■ Course Schedule

1. Introduction (M. Yonekawa)
2. Globalization and Poverty (J.C. Maswana, Tsukuba University)
3. Price of rapid economic growth in China (V. Macikenaite, International University of Japan)
4. Situation in Fukushima and Japan's energy policy (A. Yoshida, Friends of Earth)
5. Human rights and business (S. Takahashi, Business and Human Rights Resource Center)
6. Education and conflict (A. Mohamed, Tokyo University of Foreign Studies)
7. Mid-term review (Yonekawa)
8. Environment issues and the role of global NGOs (T. Stark, Greenpeace)
9. Nuclear weapons and peace (M. Joyce, Peaceboat)
10. Edo vs Tokyo: Environmental Awareness Before and After Globalization (A. Brown, Kanazawa Institute of Technology, Future Design)
11. Food security (T. Bernard, Asian Rural Institute)
12. Access to information (S. Fujita, Essex University)
13. Group discussion (Yonekawa)
14. Final test

■ Study Required Outside of Class

Students are required to read materials and send questions to guest speakers before, and write comment sheets. Students are requested to use the online-tool manaba folio(<https://hric-mri.manaba.jp>) to obtain course materials, and submit comment sheets and questions to guest speakers.

■ Evaluation

FinalTest (40%); Participation (15%); Self-evaluation (5%); Comment sheet (40%)

Students' communication skill, analysis skill, and original idea will be evaluated.

■ Textbooks & Readings

Handout materials will be distributed.

■ Others (e.g. HP)

For those students who wish to improve their writing skills in English, please submit comment sheets within two days after each class, so that Professor Ikeda (International University of Japan) will have time to correct grammar and verify lucidity of the comment sheet. With her feedback, students can rewrite and submit the final comment sheet to Yonekawa.

For the purpose of education, some lectures will be recorded with prior notice. If you do not wish to be filmed, please inform the lecturer.

Course Title	Solution Approach B (development economics) <To provide the full scope of the fundamental topics within development economics>
Instructor	KATAOKA, M.
Credit	2 Credits
Course Number	CMP2601

■Course Objectives

Development economics is a branch of economics that deals with the economic aspects of the development process in low-income countries and covers various policy issues such as growth, poverty, inequality, education, fertility, urbanization, rural stagnation, migration, environmental decay, trade, investment, governmental development aid, and so on. The social and political factors of development economics frequently play more significant roles in its analysis than those of other branches of economics.

This course aims (1) to provide the full scope of the fundamental topics within development economics, (2) to present a picture of how theory relates to the problems and solutions of developing countries, and (3) to enhance the problem-solving and communication skills of the students through group research assignment.

■Course Contents

This course consists of the following three parts: (1) lectures on selected fundamental topics in development economics, (2) lectures on hands-on policy issues given by guest speakers, and (3) students' presentations of group projects. The first part, covering mostly fundamental development issues and their theoretical frameworks, is provided by the instructor. The guest lecturers share expertise and hands-on experience relevant to the instructor's selected topics in order to bridge the gap between theory and real development issues. At the end of the course, students are required to make presentations of a group research project.

This course will be conducted in English and all students are expected to participate vigorously in classroom activity.

■Course Schedule

1. Principles and concepts of development economics
2. Classic theories of economic growth and development
3. Structural change model and rural-urban migration
4. Poverty, inequality, and development (1)
5. Poverty, inequality, and development (2)
6. Role of market, state and civil society
7. Foreign finance, investment, and aid
8. Mid-term test
9. Role of foreign private investment in East Asian economic growth (Ms. Yukino Yama, Daiwa Securities Co., Ltd.)
10. Role of foreign infrastructure finance in developing countries (Mr. Yuji Kano, World Bank Group)
11. Disaster relief aid in developing countries (Mr. Yoshiteru Tsuji, Japanese Red Cross Society)
12. Community empowerment in rural development (Mr. Kazuhisa Masui, JICA expert)
13. Group presentations (1)
14. Group presentations (2) and wrap-up session

■Study Required Outside of Class

This course is designed to open the door for students NOT majoring in economics. However, basic presentation skills are prerequisites, as students are required to make a 20-minute group presentation at the end of the course. The instructions regarding the presentation will be provided after the mid-term test.

The lecture materials are posted online before each class session. Note that students who have NOT taken any courses in economics are strongly encouraged to read the corresponding textbook chapters as well as to review the materials before sessions.

■Evaluation

Class participation (30%); mid-term test or mini quizzes (30%); Group presentation(40%)

■Textbooks

Michael P. Todaro and Stephen Smith, *Economic Development, 12th ed.* (Pearson 2014 1292002972)

This is a worldwide best-selling textbook on development economics, translations of which are available in more than 40 languages. Due to time constraints, this course cannot cover all chapters of the book; however, I strongly recommend purchasing a copy. Note that there are quite a few copies in the library, including older editions.

■Readings

TBA

■Others (e.g. HP)

The lecture materials are posted online on learning webpage "manaba folio". Please check this webpage at : <https://hric-mri.manaba.jp> before the course begins.

Course Title	Solution Approach C (Humanitarian aid) <Why aid often gives more harm than good?>
Instructor	YONEKAWA, M.
Credit	2 Credits
Course Number	CMP2601

■Course Objectives

This course aims to raise awareness on the challenge of humanitarian aid from the humanitarian aid workers' perspectives. Students are expected to intermingle their knowledge with other studies, to gain logical and critical thinking, and to improve communication, writing and questioning skills.

■Course Contents

Today, as man-made and natural disasters multiple in the world, the need of humanitarian aid increases, and the characteristics, problems and nature of humanitarian aid becomes more complex and diverse. In this circumstance, we need to ask ourselves; how effective humanitarian aid is, whether aid does more harm than good, and whether it is achieving its objective, i.e. helping people's lives. The lessons learned from East Japan's humanitarian aid as well as other case studies will be used in this course. The entire course will be held in English and all students are expected to participate actively in group presentation and discussion.

■Course Schedule

1. Introduction
2. Workshop on emergency humanitarian aid (T.Niino, Japan Red Cross)
3. Humanitarian aid in East Japan, humanitarian principles and do no harm
4. Aid and gift, aid workers' behavior
5. Mental health and psychosocial support
6. Refugee camps from humanitarian organizations' perspective
7. Refugee camps from refugees' perspective ①
8. Refugee camps from refugees' perspective ②
9. Working in military environment, and civilian and military cooperation
10. Politicization and nature of humanitarian aid①
11. Politicization and nature of humanitarian aid②
12. Awareness and accountability of aid
13. Group discussion and summary
14. Final test

■Study Required Outside of Class

Students are required to read materials prior to each class, and write comment sheets after each class. Students are requested to use the online-tool manaba folio (<https://hric-mri.manaba.jp>) to obtain course materials, and submit comment sheets and questions to guest speakers.

■Evaluation

Final Report (40%); Participation (15%); Self-evaluation (5%); Comment sheet (40%)
Students' communication skill, analysis skill, and original idea will be evaluated.

■Textbooks

1 国境なき医師団, *人道的交渉の現場から 国境なき医師団の葛藤と選択* (小学館 2012 978-4797987393)
No particular textbook will be used.

■Readings

- 1 Mary. B. Anderson, *Do No Harm: How Aid Can Support Peace--or War* (Lynne Rienner Publishers 1999 978-1555878344)
- 2 Marie Beatrice Umutesi, *Surviving the Slaughter: The Ordeal of a Rwandan Refugee in Zaire*, (University of Wisconsin Press 2004 978-0299204945)
- 3 Fred Tanner, Stephen John Stedman, *Refugee Manipulation: War, Politics, and the Abuse of Human Suffering* (Brooking Institution 2003 978-0815780915)
- 4 峯 陽一 *アフリカから学ぶ* (有斐閣 2010 978-4641049864)

■Others (e.g.HP)

For those students who wish to improve their writing skills in English, please submit comment sheets within two days after each class, so that Professor Ikeda (International University of Japan) will have time to correct grammar and verify lucidity of the comment sheet. With her feedback, students can rewrite and submit the final comment sheet to Yonekawa. For the purpose of education, some lectures will be recorded with prior notice. If you do not wish to be filmed, please inform the lecturer.

Course Title	Literature and Society <Atomic Bomb Literature>
Instructor	DORSEY, J. T.
Credit	4 Credits
Course Number	CMP2351

■ Course Objectives

To examine the relationship between literary works and society by focusing on a range of texts relating to the atomic bomb, ranging from the documentary to the poetic, from memoir to science fiction.

■ Course Contents

In this class, we will read and discuss a number of works from the Japanese literature genre known as "gembaku bungaku" (atomic bomb literature) by authors such as Hara Tamiki, Ota Yoko, Toge Sankichi, Inoue Mitsuharu, Ibuse Masuji, and Oe Kenzaburo.

■ Course Schedule

1. Introduction
2. Novels
3. Novels
4. Novels
5. Novels
6. Novels
7. Novels
8. Short Stories
9. Short Stories
10. Short Stories
11. Short Stories
12. Short Stories
13. Short Stories
14. Preparation for Midterm Reports
15. Midterm Reports
16. Poetry
17. Poetry
18. Poetry
19. Poetry
20. Poetry
21. Other genres: drama, film, manga, performance
22. Other genres: drama, film, manga, performance
23. Other genres: drama, film, manga, performance
24. Other genres: drama, film, manga, performance
25. Other genres: drama, film, manga, performance
26. Preparation for final reports
27. Preparation for final reports
28. Final Reports

■ Study Required Outside of Class

Students should read the assigned works before each class and pursue a research topic of their own for their final report.

■ Evaluation

Midterm Report (20%); Class attendance and participation (40%); Final Report (40%)

■ Textbooks

- 1 Ibuse Masuji, *Black Rain* (Kodansha 2012 1568364172)
- 2 Oe Kenzaburo, *The Crazy Iris and Other Stories of the Atomic Aftermath* (Grove Press 1985 0802151841)
- 3 Oe Kenzaburo, *Hiroshima Notes* (Grove Press 1996 0802134645)

■ Readings

- 1 John Hersey, *Hiroshima* (Vintage 1989 0679721037)
- 2 John Whittier Treat *Writing Ground Zero: Japanese Literature and the Atomic Bomb* (University of Chicago Press 1996 0226811786)
- 3 Richard H. Minear, *Hiroshima: Three Witnesses* (Princeton University Press 1990 0691100837X)

Course Title	Seminars for Senior Students of Rikkyo University <Science Studies in Japan: Robotics and Ethics>
Instructor	GRUNEBERG, P.
Credit	2 Credits
Course Number	CMP3501

■Course Objectives

Robots are playing an increasingly important role throughout all domains of human life. From industrial production, service at homes, software robots in the Internet to health care, military usage and edutainment, robotics invade human life at an increasing rate. In order to deal with robots, we need to understand their ethical impact and to realize how we want to live with them. For this purpose, the course introduces students into science studies in Japan. Students will examine Japanese robotics and compare it with German robotics from an ethical viewpoint. The course shows how modern societies shape and are being shaped by the production and usage of science and technology. By investigating this interaction, the course provides resources to understand the risks and benefits of robotics and the design of technological life-styles.

■Course Contents

The course does not ask for any prior knowledge of science studies or ethics. During the course all necessary knowledge will be presented. The course provides (1) an overview of robotics and then (2) critically discusses stereotypes of Japanese robotics. In order to understand why and how robots play an ethical role (3) interdisciplinary knowledge (cognitive science, engineering) of robotic architecture will be explained. After (4) introducing robot ethics the field of care robotics in Japan and Germany will be compared by referring to a case study on the social robot Paro. Finally, (6) specific characteristics of Japanese robotics and ethics are explained. The course closes with a round table discussion about future life-styles with robots.

Weekly classes consist of lecture parts provided by the teacher, assignments such as a "one-minute statement", reaction paper, group discussion and written assignments that practice methods of the report (statement of a problem, discussion of a problem, conclusion/opinion making).

Assessment is based on class participation, assignments and a report for which students can select any topic related to the course contents.

■Course Schedule

1. Introduction: science studies of robotics and ethics
2. A brief history of robotics
3. Current trends of robotics
4. Stereotypes of Japanese robotics
5. Robots and agency: control architecture and autonomy
6. Robot ethics I: introduction
7. Robot ethics II: robots in socio-technical systems
8. Human-robot interaction and quality of life
9. Care robotics: introduction and overview
10. Japanese achievements in care robotics
11. German achievements in care robotics
12. Case study: Paro in Japan and Germany
13. Stereotypes of Japanese robotics revisited
14. Conclusion and outlook: round table discussion: do we want to live with robots?
Submission of final report

■Study Required Outside of Class

Students are expected to complete the readings and assignments.

■Evaluation

Final Report (40%); Class participation (30%); Assignments (30%)

■Textbooks

Necessary materials will be distributed as handouts.

■Readings

Weekly readings will be provided by the teacher. Presentation slides will be available online after every class.

Students are encouraged to present and share materials which they regard as relevant for any topic throughout the course.