



## ix. Japan in Today's World

### 2010 Global Summer Program Report

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<b>The University of Tokyo</b>	
<b>Brief description</b>	<p>This course is designed to introduce students to Japan's role in the world in terms of its diplomatic activities and contributions to overseas development and to international organizations.</p> <p>The principles behind Japan's international diplomatic engagement, and the extent of Japan's involvement in such activities, remain relatively little known outside of Japan. This course aims to enhance the students' understanding of these matters, and will include discussion of Japan's politics and economy, which are bound up within the global system and yet are not so well understood by those outside Japan.</p>
<b>Course duration:</b>	20 – 30 July (11 days)
<b>Tuition fees:</b>	USD\$342 (JPY 29,600)
<b>Accommodation:</b>	USD \$596 (JPY 51,600)
<b>Field trip:</b>	Exempted
<b>Course facilitator(s):</b>	Prof Hideo KIMURA Prof Hideaki ASAHI (Graduate School of Arts and Sciences)

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	1	
	ETH Zurich	1	
	National University of Singapore	1	
	Peking University	1	
	University of California, Berkeley	1	
	University of Cambridge	2	
	University of Copenhagen	1	
	University of Oxford	3	
	The University of Tokyo	6	3
	Yale University	0	
		<b>Total IARU partner involvement</b>	
Non-IARU Partner Universities			
		<b>TOTAL Non-IARU partner involvement</b>	
	<b>TOTAL</b>	<b>18</b>	<b>14</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

According to the assessments of the IARU students, we can mention four successful aspects of the course:

- **A Wide Perspective on Japan**

As the theme “Japan in Today’s World” is quite broad, we divided 16 lectures into 5 clusters to specify the theme of each lecture:

1st Cluster: Fundamentals and Variables

2nd Cluster: The Japan – U.S. Relations

3rd Cluster: Japan and Asia

4th Cluster: Japan in the World

5th Cluster: Japan in the World: What’s Unique and What’s Common?

Almost all the GSP students said that the lectures were well organized and were delivered from different angles which exposed them to broad viewpoints on Japan.

- **Question and Answer**

Each lecture was composed of two parts, presentation and Q&A. The lecturer made use of the first 45 to 60 minutes for his/her presentation, and after this, opened the floor for Q&A. The students were encouraged to raise questions or express their views on the lecture. In each lecture, many questions were raised, and this mixture of presentation and Q&A allowed students to participate more actively in the lectures. We often lacked time for further questions. Raising questions and writing short essays for each lecture allowed each student's passive knowledge obtained thorough the presentations to become an active knowledge which will be worthwhile for their advanced study on the theme.

- **Discussion**

To wrap up the lectures, there were discussions on specific themes and assessments. Regarding discussions, a debate by four students was held on each theme. For example, for the theme on Japan's relationships with Asia, two students took the position of "Apologist", and another two for "Non-Apologist". After the presentation from both sides, all the students joined in the discussion expressing their own opinions. Many GSP students said that it was very instructive listening to the different opinions of the students who had different origins, through which they could amplify their idea about Japan and the World. We were glad to see that Japanese and international students at the University of Tokyo also actively participated in the discussion and expressed their opinions openly.

- **Lunch Meeting**

Lunch meetings were sometimes offered where the lectures of those days were present, and enabled both students and lecturers to talk in a less formal way, allowing students to relax and raise questions more freely. Lunch meetings also enabled international and Japanese students to get to know each other better and talk about their societies, cultures, and economy more freely and deeply. Moreover, the Japanese students invited the GSP students to private dinner parties and students enjoyed their time together. Through these activities, students got to know each other and had a better time in Japan. With the help of good relations among all students, the lectures were conducted in a sincere and open atmosphere which produced successful course results.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

More time will be needed to analyze problems thoroughly, both educational and organizational, but one thing we can point out at the moment is the problem of when to set the GSP courses. This course was held just after the completion of normal faculty classes, in the hope of that it would allow the professors and the students to more easily participate in the course. Fourteen students of The University of Tokyo have registered in the course, but unfortunately, only six students completed the class. We had less Japanese students than expected. It is very important for us to ensure a better presence of Japanese students in the course.

The lack of this course's publicity to the students and the workload of the assignments may be part of the reason for low attendance. But these may not be the only reasons, considering the fact that not so many Japanese students participate in other intensive lectures like this course, even when conducted in Japanese for the under graduate level. We must think about how to revise GSP courses and when they should be held through conducting interviews with our students, especially in the Faculty of Arts and Sciences.