



THE HOSEI HERALD

NOTICE TO READERS

The Hosei Herald is a publication produced by a group of selected students of Hosei University as part of the university's Global Human Resources Development programs.

No. 2

Friday, April 1, 2016

FREE

Hosei programs enhance global status

By Hikari Watanabe
and the Staff

Chosen as one of the 30 Super Global Universities by the government in 2014, Hosei University has been pouring massive efforts into transforming itself into a globally viable university.

Hosei University President Yuko Tanaka says it is a university's mission to adapt higher education to the new realities of the world. With globalization rapidly ushering in so many changes, Hosei prepares students for the globalized world, and also so that they can contribute to building a peaceful and sustainable global society, she explained in an interview with The Hosei Herald.

Hosei is now offering students more and more opportunities to study abroad and gain cross-cultural experiences. Hosei University students studying abroad have doubled in number while the number of international students on its Japanese campuses has tripled in the past 10 years.

The newly established Global Education Center actively encourages students to foster their interest in other countries and to undertake various study-abroad and internship programs in other countries. Nowadays, Hosei University students have numerous options to go abroad thanks to these programs.

An increasing number of international researchers in Japanese studies also study at Hosei, where the university's experienced faculty guide them through extremely specialized areas about Japan. The university has been a pioneer in promoting global-standard research in the field in an international context by founding the Research Center for International Japanese Studies.

In 2016, Hosei will also launch a new, English-based interdisciplinary graduate program at its Graduate School of Science and Engineering and Graduate School of Computer and Information Sciences, providing integrated science

and technology education for supporting a sustainable global society.

It is often said that the development of global human resources is very significant in today's borderless world. Hosei University offers a wide range of opportunities to develop globally viable citizens and scholars — whether Japanese or non-Japanese — who will contribute locally and globally to the solution of pressing issues humankind faces.

Studying abroad: outbound

Hosei University offers students numerous opportunities to study abroad every year.

A total of 980 students experienced life in other countries in 2015 under Hosei programs, including study abroad, internships and volunteer programs. Compared to 10 years ago, the number has increased almost twofold.

Hosei University aims to increase the opportunities for students to experience other countries. Some students see living abroad as an

exciting challenge, but others are apprehensive.

There are two major programs at Hosei to study at partner universities in the United States, Canada, the United Kingdom and other European countries. One is Exchange Study Abroad and the other is the Study Abroad Program (SA).

When the Exchange Study Abroad program started in 1979, only nine students were enrolled. Now more than 60 students study overseas on this program every year. Also the number of partner universities has increased from only three to 49. The most attractive part of this program is the scholarship provided to participating students who are nominated by any of their partner universities. The scholarships for eligible students range from ¥700,000 to ¥1 million a year.

Kosuke Uzawa, an intercultural communication major, studied at Strasbourg University in France as an exchange student. He would like to learn French and gain academic experience in the

language spoken in many developing countries. One of his aims is to work in a developing country in the future.

"There were many advantages to the program, especially the scholarships, which are larger than at other universities," he said.

The SA Program was introduced in 2000 when Hosei's Faculty of Intercultural Communication opened. Initially only 265 students majoring in intercultural communication could take advantage of this program, but now some students majoring in English literature, economics and five other subjects can join the program. More than 400 students head overseas on this program every year.

The students are abroad from one month to six months in one semester. Also up to 16 credits earned at these partner universities can be transferred back to Hosei University to fulfill graduation requirements.

Yuji Tsuchiya, an English literature major, studied at University College Dublin as part of an SA Program in

2014. He became interested in studying abroad to improve his English listening and speaking skills. He also wanted to broaden his perspectives by living overseas.

"I took courses in Dublin not only in English but also in the human developed index and various other subjects," he said. "My ability to express my opinions in English has improved, thanks to these courses." He also became more confident using English because of his time studying the language.

Although Hosei University's SA Program is shorter than those offered at other institutions, the participating students agree that the experience has had a positive impact. Also Hosei makes more scholarships available for the SA students, and they can get credits from the learning during the program, which makes it attractive cost-wise.

Such a wide range of opportunities for students to study overseas is no doubt one of the reasons why Hosei University was chosen as a Super Global University.



The 27-story Boissonade Tower, a symbol of Hosei University's Ichigaya Campus in Tokyo, soars above cherry trees in full bloom.

Interning abroad teaches students valuable skills

By Nien-Chun Yeh

Hosei University has been offering students international internship programs since 2013 to help them adapt to globalization, and gain cross-cultural experiences and new perspectives. These programs also aim to give students opportunities to enhance their global leadership and cultivate their problem-solving ability.

During the first two years, a total of 36 students joined the programs that took them to Australia, Cambodia, Indonesia and 11 other countries. Under the summer international internship programs of 2015, 11 students were sent to the Philippines, Vietnam and Romania.

Makoto Sekine, a student at the Faculty of Law, participated in the program in

Vietnam organized jointly with FPT University in Hanoi. She and her three peers interned at a local IT company to learn local business practices and customs. Having joined the company's project team, she checked and translated e-mails and business documents between the company and its Japanese clients.

"I found that there were cultural barriers between the two parties," Sekine said, adding that she ended up helping to iron out misunderstandings between them.

The program in the Philippines focused on local agriculture with the support of an NPO, GLM Institute (GLMi) in Japan. The participating students prepared for the program first by



Clad in kimono, four Hosei female students show their certificates of appreciation from the host organization upon completing a four-week internship program in Romania in September 2015.

helping with the daily tasks at the GLMi office in Tokyo. In the Philippines, they interviewed farmers and observed their farming so that they could understand the challenges and what the farmers needed to stabilize their livelihoods.

"During the first week, we didn't have even a shower at our hotel," recalled Akane Kono, a freshman majoring in sociology. "Yet the fieldwork experience trained me to be capable of adjusting to

any kind of environment," she said. Back in Japan, they sold fair trade products at a global festival and had a presentation of their survey.

Some students became aware of the importance of knowledge through the village life experience. "Without knowledge, even if you understand their problem, you won't be able to solve it," said Tetsuro Yamato, a business administration major.

Four female Hosei students
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'Active learning' takes root at Hosei

By Saki Murakami
and Shun Aoyagi

Rather than sitting back, listening and trying to memorize what the lecturer is saying, Hosei students are being encouraged to engage in their classes through "active learning."

Active learning is a participatory education method that allows students to actively take part in their own learning. They conduct debates, discussions, as well as group work and make presentations. Classes are often small so each student can actively commit to the activities.

Although active learning has become popular around the world, it is relatively new in Japan. The traditional Japanese teaching style is unidirectional: Teachers lecture students and students memorize what they are taught. The passivity of this method seems to have left

students poorly motivated for learning.

Education policymakers and educators reconsidered conventional education and active learning emerged as a possible positive alternative around 2012. In its new curriculum guidelines announced in 2014, the Ministry of Education, Culture, Sports, Science and Technology stated that schools should promote active learning more positively not only in primary or middle education but also in higher education. As a result, many universities in Japan are replacing lecture-style teaching with active learning, where classes are smaller, and students are encouraged to speak out, research their subjects and work on their own.

Hosei students can take the initiative in active learning. Each campus library has "Learning Commons,"



Students engage in group work at the Faculty of Economics, a typical method of "active learning."

an open space accessible to every student, where they can study on their own. The Ichigaya Campus introduced them first in 2010, the Tama Campus followed in 2013 and the Koganei Campus added them in 2015.

The university also opened the "Peer Learning Space," a new facility for active learning on the 3rd floor of Boissonade Tower

in April 2015. It consists of the Group-work Area, the Workshop Area and the AV Library Area. Students can use large-size monitors, computers and white boards freely. This facility can accommodate about 130 people.

Hosei offers active learning opportunities in four different styles: internship, project, practice and fieldwork.
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Edo culture has important lessons for today's world, President Tanaka says

STAFF WRITERS

Yuko Tanaka, the 33rd president of Hosei University and the first woman to head one of Tokyo's leading education institutions, believes that the culture of the Edo Period has much to teach Japan's youth and today's rapidly globalizing world.

"As an Edo culture specialist, I advocate the importance of a cyclical process in nature and in the way we live, which is consistently inherent in Japanese culture. This distinctive concept of a cyclical process has long been embedded in Japanese culture, not to mention the culture of the Edo Period,"

acknowledged Tanaka in an interview with The Hosei Herald.

According to Tanaka, this cyclical process is typified in the usage of kimono, which Tanaka almost always wears. "Kimono are made out of pieces of plain cloth sewed together. After many years of use, the color fades, and the garment begins to show signs of wear and tear, but it can be reused as a child's kimono by cutting off the parts that are worn. It can also be used as a bag and eventually will be turned into ashes that can be utilized as fertilizer for crops," the prominent Edo scholar explained. In much the same way, there are certain characteristics in Japa-

nese culture that Tanaka believes are worth disseminating to the world.

"In this sense, Japan studies can be one of Hosei University's core assets for the world," Tanaka insisted. According to Tanaka, Hosei boasts outstanding Edo researchers and many others who specialize in other areas of Japanese studies, at the International Japanese Studies Institute of the Graduate School of Humanities.

The institute aims to help those interested in Japan foster a deeper understanding and knowledge of the country. "The concept of international Japan studies, which originated at Hosei, might be vague, but the essence is that integrated

research should be pursued in an interdisciplinary manner, encompassing all related disciplines, including Japanese literature, history and economy, as an academic system that the world is desperate to see," Tanaka explained.

As the current world undergoes globalization, President Tanaka believes that the first full-fledged globalization occurred in the Age of Exploration (Discovery) in the 16th century before the Edo Period (1603-1868). Eventually, the whole of Asia and particularly, Japan, did everything to adapt to the wave of globalization by formulating external policies and promoting domestic industries.

"Like it or not, the actuality today is that globalization is progressing more rapidly and intensively than ever before. Every student must enter into this reality upon graduation and the university must nurture its students' ability to adapt to the harsh new world. At the same time, the university itself must be globalized in that its mission is to contribute to the globalizing society and world," the president noted.

Asked what she expects Hosei students to be like, Tanaka, a Hosei graduate, cited "self-reflection."

"I am encouraging Hosei students to study abroad. Mastery of English or other foreign languages is one

thing, but there are many other reasons for going overseas," Tanaka said.

As students are living in Japan, a peaceful country, it is always difficult for them to look at themselves objectively. If they go abroad, students will have to find solutions to problems on their own, whether it's a language problem or something they don't know. Students will realize that they lack certain skills by enduring harsh environments, Tanaka noted. "By becoming skeptical about your skills, students will eventually establish a goal, whether small or big. It is important to have something to aim for," she stressed.

She also wants students to have experiences of encour-

tering people of different cultures and with different values, at home or abroad. "Through such experiences, students will be able to expand the scope of their common sense, a rare opportunity that cannot be seized after graduation," she added.

Tanaka has no doubts that the spirit of freedom is her alma mater's most important heritage. "It is important to always retain your free spirit," she emphasized.

"To be free, one must have his or her own faith that is not influenced easily by others. It is often said that the Hosei alumni are known for sticking to their guns and not being easily swayed by others. This is



President Yuko Tanaka

the premise for living free, and this long-standing school spirit should be valued and preserved," she concluded.

Yuka Nakamura, Reito Kaneko, Yu Goto and Kei Hattori contributed to this article.

OPINION/EDITORIAL

Fascinated by ancient texts, *kuzushi-ji*

By Ksenia Deseatnicova with Harumi Fukihara

Unknown to many people even on campus, several aspiring foreign researchers are working diligently in very specialized areas of Japanese studies on master’s and doctoral programs at Hosei University’s Graduate Schools of Humanities, including the International Japanese Studies Institute.

OPINION

Arriving from China, South Korea, Uzbekistan, Russia, Germany and Italy, they are already fluent in Japanese, familiar with the contemporary life and culture of Japan, and capable of reading and writing in academic Japanese. They find great joy in developing their research with the university’s wonderful faculty who are dedicated to guiding them with professional and generous support. I am one of them.

Although our majors in Japanese studies cover a wide range of fields from history and literature to comparative studies, we share one major hardship in our research process: *kuzushi-ji*.

It is one style of writing Japanese kanji characters (originally from China) and phonetic kana letters, where the letters appear quite deformed in shape and run in fluid-like flowing lines. It was commonly used in the pre-Edo and Edo (1603-1867) periods by literate Japanese for writing historical documents and *kobun* texts. Most of the Japanese know the writing style by the name of *Sosho*, but it is extremely rare today to meet a non-scholar Japanese who can actually read it.

I came from Russia five years ago to study early modern Japanese history and I now focus on researching the culture of Edo city’s famous



Assistant professor Kenshiro Matsumoto teaches *kuzushi-ji*, or the deformed kanji characters and kana letters (shown in the photo right), to foreign students majoring in Japan studies at Hosei University.



YUKA MORIYA KSENIA DESEATNICOVA PHOTOS

places for a Ph.D. degree. My final goal is to compare townscapes between Japan and Russia from geographical aspects, and also those between the Edo Period and the Meiji Era (1868-1912).

One of my peers, Janghee Lee from South Korea, who has been studying Japanese literature in Japan for five years, specializes in “War Epics (*Gunki Monogatari*)” of historical upheavals, including “Record of Great Peace (*Taiheiki*).” She found this particular literary genre full of aspects not yet researched sufficiently by scholars.

Kyungjin Jeong also from South Korea is a specialist of Edo Period literature and culture, and is making a comparative analysis of Japanese and Korean “men of culture.” They used to have many common features in Japan, Korea and China. Since the topic is unexplored, she expects her research will add significantly to this field of study.

Other Hosei graduate students focus on the tradition of blind *biwa* players, Japanese traditional folk arts and so on.

As we proceed in our research, however, we face one tough challenge: many of the useful historical documents or texts of interest have

never been deciphered or translated into modern Japanese, let alone foreign languages. It means we have to learn *kuzushi-ji* to read the documents in depth.

It is very difficult to learn and it can take years before being able to read Chinese kanji characters and phonetic kana letters written in *kuzushi-ji*, and perhaps longer to accurately understand what is written.

“Many foreign students can attain the ability to read hiragana letters in *kuzushi-ji* but understanding words written there is another level,” noted Professor Masayoshi Kato, a Japanese literature professor at Hosei. He needs to teach those students first about basic vocabulary in old texts and Japanese classical grammar.

Assistant Professor Kenshiro Matsumoto, who teaches history, says, meanwhile, it is easier to read old texts if the students are familiar with names of historically famous people and places. He and other professors suggest that foreign researchers would be better prepared for specialized work in Japan if they arrive with more of a basic knowledge of Japanese literature and history.

Japanese literature professor Dan Koakimoto suggests that basic knowledge about Japanese history and liter-

ature is the most important thing for foreign students to acquire skills necessary to read *kobun* and *kuzushi-ji* texts for their specialized work in Japan.

Shigeo Negishi, professor of Japanese history at Kokugakuin University who also teaches at Hosei, mentions that basically it is equally difficult for all students – foreign and Japanese – to read the cursive style of Japanese calligraphy, though Chinese students may have some advantage because they are accustomed to reading and writing Chinese characters.

Despite the difficulties of learning *kuzushi-ji* many foreign researchers are fascinated by it. “When you can read them, the distance between the period and today shortens, and you understand the specific circumstances of the particular period,” Janghee Lee said.

It is not only Hosei where you can find those Japanologists. Anna Shariko from Russia is studying at Waseda University and specializes in Japanese characters notation. For her, too, learning *kuzushi-ji* opens new doors in research. “You can see how each of the kana letters derived from Chinese characters by tracing the process of the characters’ transformation into *kuzushi-ji*,” she pointed out.

How do we embrace true globalization?

Hosei University was selected as one of the Super Global Universities by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2014. The Hosei Herald, in its inaugural issue published last year, featured the university’s new education programs, including the English Reinforcement Program (ERP) that pro-

states, we, students, need to be well prepared to tackle global issues and to take concrete action, just like many foreign youths who have been educated in such skills. Our would-be rivals and colleagues have acquired logical and critical thinking through demanding assignments and hard training in higher education. Therefore, Japanese universities must be capable of providing such education to their students.

Logical thinking helps us to understand the fundamental causes of diverse phenomena in the world. If the cause of a problem becomes clear, the method for tackling the issue may be found more easily. Unless we can grasp the crux of a problem, we will never be able to solve it. Although there may be no easy and quick solution to many complex issues, we may be able to find an answer by holding discussions and exchanging views with our colleagues.

EDITORIAL

vides an environment for students to enhance their English proficiency. Although such programs apparently aim to adapt to the current globalization trend in the world and to foster globally viable citizens, few people seem to know what being a globally viable citizen means and how to attain that goal.

Why a global citizen?

According to Professor Takeshi Yuzawa of Hosei’s Faculty of Global Interdisciplinary Studies (GIS), global citizens are those capable of comprehending the complex nature of global issues and taking concrete action to address them.

If this is the case, we, Hosei students must understand the root cause of the ongoing globalization and discover an efficient way to become globally viable citizens in order to meet the needs of the times.

It is obvious that the geopolitical power balance is undergoing a drastic change in the global arena. The advent of emerging countries, such as China and India, and the growing influence of non-state actors in international affairs have made the world increasingly volatile and turbulent. On the domestic front, Japan’s economy has stagnated in recent years. China replaced Japan as the world’s second-largest economy in 2010. Japan’s market is shrinking amid demographic changes (the rapid aging of society), prompting Japanese manufacturing companies to seek markets outside Japan.

In the past, Japan could sustain its economy on the strength of exports and surging domestic consumption. For small and medium-size enterprises, it was sufficient to follow the lead of their affiliated large companies. For example, auto parts makers would simply follow Toyota if it located factories in Southeast Asian countries. Today it is not enough and they have to seek new, global markets for themselves. Indeed, the Japanese economy is at a critical juncture.

It is crucial for Japan to go global and the Japanese to become attuned to the need to be global citizens. Japan’s new global citizens must compete with other well-educated foreign business people and also work with them to contribute to the solution of transnational issues.

Logical and critical thinking

Then, what kind of mind-set and skills do we need to acquire and foster to survive in this globalizing world?

As Professor Yuzawa correctly

What do foreign students have to say about Hosei?

By Kei Hattori

As one of Japan’s Super Global Universities, Hosei University aims to open itself to the world and plans to transform the campus by bringing in 3,000 international students. The number of international students at Hosei has increased every year, but it reached only 905 in 2014, less than one-third of the target.

Then, how can Hosei attract more non-Japanese students? International students on campus may have a few suggestions.

Asked why they chose to study at Hosei, many of them mention its location as an attractive factor. Its main campus is in the heart of Tokyo, making the commute very easy and convenient, said former international student Tanvatcharapanee Kaewalin from Thailand. Others seem to find the location convenient also for traveling around Japan during term breaks and in their spare time.

They like the wide range of Hosei

programs offered to international students. Some really enjoy the courses and teachers, including Japanese classes that match the levels of each student. Some students wished they could have more classes at higher levels conducted in English, which would provide credits for their degree back home.

A class about the space travel business in relation to Japan was a favorite of Tristan Junker from Germany. “The particular course changed my whole decision-making process in life from here on,” she said.

Tanvatcharapanee notes Hosei has an awesome study abroad system. International students have opportunities to study from a wide range of choices. Students can choose classes to attend based on their Japanese skill shown in a Japanese proficiency test. “Fortunately, I had good test results and I could attend class with other Japanese students,” she said. That helped her to have more Japanese friends.

Eric Lundberg from the United States said the university really takes

good care of the non-Japanese students on study abroad programs. “They will help you get from the airport to the dorm when you first arrive and they will help you get to Hosei for the first time,” he said.

International students also like the Language Buddy Program and Nikko Tour — non-academic, special programs. Many of them also enjoy the Tokyo Big Six League baseball tournament. It has been played for 190 years among six leading universities in Tokyo, including Hosei. Masses of enthusiastic fans and cheering groups follow the games during the season. Students from abroad are not only attracted to the games but also to Japanese-style cheerleading.

If Hosei is preparing to become home to 3,000 non-Japanese students, it may like to offer a wider range of food in the future. Some foreign students find food offered in cafeterias unfamiliar. In future, if not now, the university may need to offer halal food, for example, for Muslim students, as

some universities in Japan already do.

Another challenge is student housing. Lundberg has to take a 30-minute train ride every morning to get to campus. He complains that the university does not have its own on-campus dorms. Land prices are extremely high in Japan, especially in Tokyo where new space is rarely available for housing construction, and the Ichigaya Campus area is no exception.

Many international students meanwhile agree Hosei University is “cool,” pointing to various “cool” factors: enthusiasm in sports, great teachers and good friendships. Some like the 27-story Boissonade Tower for the beautiful views of the neighborhood it offers each season.

Some see other ordinary-looking buildings as distinctly Japanese. “People have different ways of seeing the world, different hobbies, interests, aspirations and ambitions, that is what makes Hosei cool,” Tristan Junker said. “Hosei students themselves can be the coolness of Hosei.”

Interning abroad

CONTINUED FROM PAGE 1

visited Romania in 2015 on a new internship program developed jointly with Babes-Bolyai University (UBB) to help students to improve their productivity, and acquire knowledge of marketing and global strategy.

They interned at Cluj-Napoca City Hall and also at a local NGO for four weeks. Their task, to make a promotion video for the city, titled the “European Youth Capital 2015,” was quite unlike conventional intern tasks. They soon realized that it was a European-style internship designed to develop their independence, decision-making and problem-solving capability.

“We were like headless chickens with no idea where to start or how to make the video,” said Hazuki Sato, one of the interns. “But we knew we had no time to hesitate, the only solution we had was just to do it!”

At the post-internship meeting in late October, the students back in

Japan discussed in depth what they had learned and assessed their performance. Most of the students agreed that verbal and non-verbal communication skills were the key to overcoming the difficulties of interacting with local people. Some stressed that they needed to behave as “members of society,” not as immature students who are still learning, which meant they had to be responsible for their behavior.

Meanwhile, the Global Education Center plans to pour further efforts into cooperating with more universities abroad so that students can explore a wider range of fields.

“We hope our students can nurture their global visions through their internship and volunteer experiences, and will eventually contribute to global society with what they learn,” said Satoru Mastumoto, an associate professor, who is responsible for the international internship programs.

‘Active learning’ takes root at Hosei

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In the Faculty of Global and Interdisciplinary Studies, most of the courses are offered in the participatory teaching style. All classes have less than 10 students, and use many discussions and presentations. The Department of International Politics launched a global internship as a practice-style module. Students can learn international business and get brief work experience at international cooperation organizations or international NGOs.

A project-style module is often adopted in the science departments. For example, the Faculty of Science and Engineering provides project-based learning (PBL) for students to produce applications for Android smartphones. Practice style is a learning method of practicing what students learned in the classroom. For example, students of the Faculty of Lifelong Learning and Career Studies give career advice to high school students after learning about it themselves with

a professor. Meanwhile, students of the Department of Geography leave campus for fieldwork. They travel 2,000 km from Tokyo to the Ishigaki and Yaeyama islands in the far south to conduct regional studies.

In one English class of the Faculty of Economics, active learning is conducted to improve four skills — reading, listening, speaking and writing. About 15 students in the class, varying in class years and nationalities, work in pairs to give a presentation in English at the beginning of the class. They have discussions in small groups and prepare to make summaries of textbooks. At the end, each group writes their summaries up on the blackboard and explains them to the other students. The professor gives his comments or adds explanations. The students and professor are closer in this class than in others, so students feel more at ease asking questions.

“This class is really beneficial,” said Nao Miyazaki. “I can understand

things much better by discussing them with other students than by reading textbooks by myself.” She liked the experience of cooperating with a Chinese student and others for the group presentation. The professor is friendly and helpful in the small class, which motivates students to actively participate in the class, she said.

“I prefer this kind of class to the lecture style because I feel free to ask questions,” said another student. In lecture-style classes, he would just sit and

listen to what the professor had to say.

Active learning is also known for other positive aspects. One student said the active learning-style modules helped her overcome shyness and get used to speaking in public. Students can acquire presentation skills and learn how to lead a group discussion. Other students insist that experiences through active learning are also useful for job-hunting as it helps them improve the social skills they will need in the future.

THE HOSEI HERALD

Published by Hosei University, Tokyo, Japan, in cooperation with
The Japan Times, Ltd. and the English Language Education Council, Inc.

Publisher: The Global Education Center, Hosei University
Supervisors: Professor Reiko Tochigi, Dean of the Faculty of Intercultural Communication, & Lecturer Maki Ojima, Global Education Center (Hosei University)
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ESSAY CONTEST

We can all contribute as global citizens

By Naoki John Kamiyama

In the last several decades, our planet and Japan have changed like never before. Thanks to technology, our standard of living has risen and life has become much easier. Additionally, transportation technology has soared since World War II, so now we are able to travel abroad easier than ever and explore different cultures that we had never known. But, despite the fact that our lives have become quite extraordinary with all the fascinating evolution, that doesn't mean that everything has changed in a good way.

The population of the world has simply doubled since 1960, and more and more people are traveling or emigrating to other countries. While we are happy with our globalizing world, at the same time, problems are arising as well. For example, in the economy right now, there is a large gap being created between the rich and the poor. This may sound like a personal issue, but we cannot just close our eyes to a situation in which a huge number of people are starving to death due to poverty.

Also, education is another problem. It is estimated that currently there are almost 2 billion children living on Earth. We all have the right to receive the same amount of education, but disappointingly, there are kids who never have the chance to study.

Last, you cannot forget the problem of environmental pollution. Our Earth is contaminated with toxic gases and humans are still polluting nature every day. This could cause various illnesses or diseases that we could have prevented. Fighting these problems is not easy, but I think that Japan needs to make a concerted effort focused on the points above and this could lead to achieving a better future for us. How to battle these key issues is the challenge facing Japan in the 21st century.

First, we need to understand the situation in developing countries. Unlike

people working in Japan, the majority of workers in developing countries are not rich. In fact, there are hundreds of thousands of people who do not have enough money to live. There are also those who have no jobs and no income, making it even worse: daily they face the threat of dying from starvation. We may think that the government of that particular country should support the poor, but in these cases, usually they can't afford to due to their poor national financial situation. Therefore, as a member of this world, Japan should support people living in poverty and poorer countries in some way.

Simply increasing the amount of development aid to contribute to relieving poverty in developing countries is a standard way of providing support. Although this method may work, it is up to the government to decide on this assistance, so we, the general public, do not get directly involved in it. Therefore, I believe there is a better way for us to contribute.

When our clothes get old and we think of throwing them away, how about taking them to a recycling shop. Some of these shops collect clothing and instead of selling them at their store, they actually export them to a country that needs the support. I think this simple action will be a big help, and by donating our belongings that were going to be thrown away, we can get involved ourselves, at a personal level, and really help the poor in a meaningful way. The Japanese government and NGOs should be doing much more to promote these kinds of grass-roots activities.

Next, there is the issue of education. At birth all children are equal, no matter when or where they were born. However, people who grow up in developing countries are unable to get enough education even though they should be able to. Being able to study has a lot of advantages. At school, we don't just learn the basic things that you need to know to live, but we acquire the knowledge that we would not have obtained if we had not gone to school. Young people can learn new skills that will help increase their chances of gaining employment, or

help improve their local region to create a better society. Also, they could even become academics and study something that could contribute to the world. The amount of knowledge they will gain from school is immeasurable, so we should equally give them the chance to go to school.

Well then, what can we do to help? In Japan, there are many types of donations, and one of them is specialized for children's education in developing countries. My grandfather and grandmother used to donate to a charity similar to this. Now and then, they would receive an envelope from a country in Africa with some photographs in it. The photos would be of smiling kids full of vitality in just the way you would expect a normal kid to be. How this donation program worked was very simple and smart. You would donate a fixed amount of money, and the children who received the money would send back letters and photos of themselves as appreciation. I liked this program, because you could actually know who you were donating to and see them smiling.

If more Japanese could see the faces and know the names of the children they were supporting, this would make helping children in faraway places much more real and human. I think Japan should not just give development aid but rather should try to encourage normal Japanese to get involved on a personal level to promote these human-to-human interactions.

Last, humans have come to a phase where we need to start thinking seriously about environmental pollution. Although Japan may have a lower level of noxious gas emissions than other countries, on a global scale, the amount of environmental pollution is growing due to mankind's production and consumption activities, and it is now a critical problem. Before industrialization it wasn't a serious problem because the environment itself could manage it and would purify itself naturally. But when we started heavily polluting the Earth with our cars and factories, nature could not handle it. As a result, ecosystems have been seriously affected and so has human society.

Maybe the easiest way to break out of this situation is to stop driving and shut down all factories, but that won't happen. In my opinion the most effective way to solve this problem is to start by putting little things into action. For example, turning off lights when we are not using them would lead to saving energy. Also, not wasting water while you are brushing your teeth or storing rainwater for watering the garden are good ideas too. In addition, by recycling plastic like PET bottles, or paper material like newspapers and magazines, we could reduce the amount of carbon dioxide that would be generated if it was burned.

The methods that I have mentioned above are just basic things that we, as global citizens, could do to slow down environmental pollution. It may sound ineffective, but it is better than doing nothing and just waiting for the Earth to be ruined. Japan has the technology, the skills and the resources to fight pollution problems and to reduce energy use.

In fact, Japan already leads the way in producing hybrid and electric cars, and has quite tough environmental standards to prevent further serious environmental pollution. But I think Japan could do much more to promote renewable energy, like solar power or geothermal power, and it could do more to export its clean manufacturing technology.

The problems that I have mentioned are only some examples, but we have to fight these situations head-on and take responsibility for what we have done, both as Japanese but also as members of the global village. The benefits of such improvements are simply too great to not take action.

The question is, can Japan address these challenges in a rapidly globalizing world and can these problems be solved? It may be difficult to improve the situation straight away, but taking action in little steps to help make the world better is the best thing that we can do. If we focus on the situation properly and make efforts to work on each problem, I believe it is possible to build a world in which everyone is satisfied.

On the Hosei Herald essay contest

As part of Hosei University's English Reinforcement Program (ERP), an English essay contest was organized in the fall of 2015 for undergraduate and graduate students, including foreign students. The topic for the contest was "Japan's Challenge in a Globalizing World" and it was decided that up to three excellent essays would be chosen as winners and they would be printed in the second issue of The Hosei Herald, an English-language campus newspaper, due for publication in spring 2016. Eight undergraduate students from various faculties and departments entered the competition. The four-member selection committee, headed by Professor Reiko Tochigi, who serves as Dean of the

Faculty of Intercultural Communication, reviewed the essays and selected three prizewinners on Nov. 25. The top award went to Naoki John Kamiyama (Department of Electronics and Electrical Engineering of the Faculty of Science and Engineering). The award for excellence was shared by two entrants: Emiko Degawa (Department of Intercultural Communication of the Faculty of Intercultural Communication) and Ryo Maegaki (Department of Global Politics of the Faculty of Law). The awards ceremony was held on Hosei's Ichigaya Campus on Jan. 15, 2016, with all three winners attending. Due to space limitations, the two award for excellence winning essays have been cut slightly. - Editor

Strengths, spirit can cast Japan in leading world role

By Ryo Maegaki

The wave of globalization is spreading all around the world. It can dissolve the borders between countries. A variety of things across the world can start this process. For instance, high-level technology from developed countries has saved people living in poverty.



And now we cannot lead our lives without products imported from developing countries. I can make friends from abroad via social networking services and communicate with them. I can eat delicious food from a variety of Italian restaurants for a low price. And also I can travel outside of my country a lot more easily than a few years ago.

In this way, we enjoy today's globalization. However, needless to say, globalization can have a bad influence. Sometimes it creates a gap between rich and poor; sometimes diseases from overseas can threaten people's lives; and sometimes, globalization presents huge difficulties for us. As the global population grows, we have to manage how to distribute our limited food in order to prevent world starvation. We have to use energy resources more efficiently than how we used to, because fossil fuels are not permanent resources.

Obviously, Japan has amazing technology, knowledge and experience. The weak point is that Japan doesn't have sufficient influence to convey them to the world. In that sense, Japan is still not used to globalization even though we obviously ride on the wave of globalization. Then, how is Japan currently showing its presence in this globalizing world? I am going to show you the three strong points Japan is currently using to appeal to the rest of the world.

First, infrastructure. Japan is good at managing infrastructure, especially railways. I went to India this summer and visited the Delhi-Metro, built with Japanese official development assistance. The stations adopted an IC card such as Japanese PASMO, and every train arrives on time, and there are women-only carriages. The construction took just five years, much quicker than other countries took. The reason was of course Japanese skill, and their hardworking spirit.

Second is disaster prevention. Japan is a country of frequent earthquakes. We have experienced so many large earthquakes that resulted in many victims each time. Everyone in Japan knows the cruelty of disasters, and how to deal with these tragedies. So Japan has been sending international disaster relief teams to countries where disasters have struck. The difference from other nations that helped these countries is that we know how to protect ourselves from earthquakes, how to deal with rubble correctly, and reuse it. Japan is second to none in the world in terms of disaster prevention.

Finally, energy efficiency. Today, over 7 billion people live in this world, and in some countries, such as India, the population is still increasing. The more the population grows, the more energy will be required, so we have to use our energy resources efficiently. Some Japanese clean energy technologies have been accepted in the world, such as the electrical car. Basically Japan has few energy resources, and has been importing oil, coal and other

resources. That is why Japan has developed the technology of energy use. Also, Japan has amazing clean energy technology. We can provide more energy from low energy resources than any other country. We will certainly contribute to global energy efficiency if we convey the technology and skill to the rest of world.

I have mentioned the Japanese character and the country's strong points. Japan had to develop itself, because we had no plentiful resources and any outstanding skills. So we are forced to pursue our originality, and as a result, we can restart the creation of Japan's unique brand. We have sophisticated technologies that we can boast of to the world. Sometimes it is said that Japan is losing its confidence, but I don't think so. Japan can lead the world if we show our presence by the three strong points I mentioned above. Also, Japan's strong points are not only its technologies or skills, but Japan has a spirit that can never be beaten by others.

Now we have to think about what Japanese universities should do to become more global. There are two things Japan needs to carry out, via education reform. First, English education should become more important. English is a must for understanding other countries, and also to convey Japan's brand to the world. So, a lot more English education as a global language is required if Japan is to become one of the globalized nations. Universities in Japan must give students more opportunities to travel to other countries, and place a higher priority on English language education.

At the same time, universities in Japan should place emphasis on teaching and encouraging students to express themselves. Japanese people are poor at asserting their opinions, because we were never involved in discussions or presentations in high school. Words are meaningless unless the person can convey his or her sentiment, even though they may have a good command of languages. Also, Japanese universities should encourage more foreign students to enroll, because just letting Japanese students go abroad is not enough. We have to let the world know about Japan through inviting people from other countries, and interacting with foreigners in Japan. Students can acquire an international way of thinking through talking with people from overseas.

Second, specialization becomes more important for Japanese universities. In these days, Japan is about to lose its original specialties, because other countries develop technology and experience, and it seems like there is little difference between Japan and other nations in terms of skills. So, Japanese institutions of learning should improve their education of specialization, and so strengthen Japan's hardworking spirit. It would be better to invite overseas experts who are active globally, and Japanese professionals should pass on their knowledge to students. As a result of this process, we can promote Japan's branded technology such as the metro system and shinkansen to not only developing countries, but also to other developed countries. Japan can be a main actor to solve global issues. We have an abundance of technology, experience, knowledge, and spirit, enough to be more confident in this globalizing world. We can show our presence, we can change the world and definitely, we can lead the global world.

Looking at our culture helps us to truly see others

By Emiko Degawa

"The grass is always greener on the other side of the fence," says a famous proverb. Due to the development of information technology, the world is getting globalized more and more, people from different countries interact with each other and the spread of politics, economy or culture is crossing borders all over the world. Then, many companies are looking at the world and making much of English abilities. Therefore, in this situation, many Japanese people, especially university students, tend to turn their eyes to overseas and study English although we, Japan, have a great and unique culture that is getting attention from all over the world.



I studied abroad and focused on experiencing a different culture and learning English in my major at the Faculty of Intercultural Communication. While staying in the U.K., I keenly felt how poor my knowledge of Japan was because I couldn't explain Japanese culture well when I was asked. Furthermore, this experience made me realize that it is also interesting and important to see my native country from the perspectives of people outside of Japan. Also, I remembered the first day of my university life, when I learned that cultural relativism and mutual understanding are important in intercultural communication. However, it is not too much to say that what I developed was not mutual but unilateral understanding.

In this globalizing world, I strongly believe that it's important not only to pay attention to the world but also to know about one's native country as well in order to truly understand different cultures, and protect and expand our own culture. In this essay, I'd like

to mention what I can do as a Japanese and suggest Japan's ideal attitude toward the world in this age of globalization.

First, intercultural understanding can't be achieved without understanding our native country's culture because we presuppose our own culture when we say "different culture." The more we understand our own culture, the more deeply we can understand a different culture. In order to truly understand a different culture, we need to find both differences and commonalities by comparing it with our own culture, and consider why misunderstandings or conflicts are created and how we can overcome them. We need to think what problems would be caused by discrepancies in interpretation. On the other hand, we aren't totally different even though we have different cultural backgrounds; we are all human after all and we have some things in common. For example, British pub culture and Japanese public bath culture. They seem different at first glance, but they are both places for the interaction of people. We should all communicate with each other to cooperate in order to deal with worldwide problems such as global warming. Therefore, we should have the awareness that we are the same earthlings, and rise above cultural differences and national borders.

We would look the same if aliens gazed down on us as a whole. We should not emphasize the differences. For that reason, deep intercultural understanding, including of our own culture, is required in this globalizing world.

Second, we should understand not only different cultures but also Japanese culture and communicate it to the world. It is often said that Japanese people tend to communicate with an assumption that we can understand each other without explanations, which is called tacit understanding. For example, we stand on the left side of escalators

and walk on the right in the Kanto region. It's the opposite in the Kansai region. However, we don't state this rule, but we commonly understand what to do on the escalators. Therefore, we are not good at explaining our own things.

On the other hand, we are good at accepting and changing different cultures in our own way. For instance, we imported kanji from China and changed them in order to make them easier to use. Also, Halloween or Christmas can be examples. However, almost all of us can't explain why we do what we do. As I mentioned, mutual understanding is required in intercultural communication, so we need to understand each other by compromising. Thus, we should communicate Japanese culture to the world so that foreigners can understand it, and mutual understanding between the people of Japan and other countries can be deepened.

Third, as this world gets globalized, national borders become thinner and thinner, and our identities and cultures would be invaded. Sometimes it's called a borderless world. Of course, we need to be tolerant to different cultures and accept them, but we also should protect our own culture. It's inevitable that cultures influence each other and sometimes a new global culture is created by cultural assimilation. I think this is a good thing because it's one of the ways to connect different cultures. However, we must have a firm cultural base.

As I mentioned before, Japanese people are good at adopting and changing different cultures. However, now, we are just adopting them. We don't even try to arrange them. For example, we are trying so hard to memorize English words while forgetting kanji. Although some people are trying to protect Japanese traditional culture, the number of these people is decreasing because young people are not so inter-

ested in traditional culture, they prefer subcultures such as comic books or cartoons and so on.

Culture is created by a group of people, and it should be protected and shared by them. Even though a few people know about that culture, it can be like a heritage rather than a culture. We should turn our eyes to Japanese traditional culture.

In this globalizing world, intercultural communication is required because everything is crossing national borders and interacting with each other. We are facing the age of multicultural symbiosis. We have to understand and respect both different cultures and our own culture by seeing them relatively. Therefore, we need to understand our own culture and communicate it to the world. However, we don't have much opportunity to be aware of the attractions of Japanese culture.

I am now applying to the Student Exchange Program to major in Japanese studies in the U.K. I want to rediscover Japan by seeing it from the perspectives of people outside of Japan. In the future, I'd like to be like a bridge between Japan and different countries, and make opportunities for foreigners, and Japanese people, too, to get familiar with Japanese culture.

In 2020, Japan will host the Olympic Games in Tokyo and many more people from overseas will visit Japan. So Japan will get globalized more and more, and draw attention from all over the world. This would be a big and important opportunity to share the attractions of Japan and its culture. Of course, when we host people from outside of Japan, it's good to be able to speak English so that we can help foreigners who are in trouble or enjoy talking with them. But it's also important to speak to foreign visitors in easy Japanese such as greetings. So let's say "Konnichiwa" instead of "Hello" to visitors from abroad.

ON CAMPUS

Part of the community

By Shun Aoyagi

One of Hosei University's three campuses, Tama in the western suburbs of Tokyo is a one-hour train ride from the bustling center of the capital.

Stretching over 80 hectares, the campus is quiet and full of nature, the ideal location for students to concentrate on their studies and student life.

The campus was constructed between Hachioji and Machida cities in 1984, and it is now home to four faculties — economics, sociology, social policy and administration, and sports and health studies.

A little out of sight from the activities of the main campus, Tama is now turning itself into a hot spot drawing a lot of public attention.

It all started in April 2013, when Hosei University built its Center for University-Community Collaboration (HUCC) on the Tama Campus. According to Ryoji Kohno, a center staff member, many students were willing to volunteer in the local community. Community residents, on the other hand, were eager to have university students involved in their efforts to revitalize the town, which is suffering from a declining and aging population. The HUCC was established to satisfy the requests of both parties.

The new center has been bringing together students and local people ever since.

Together they've hosted several popular events during the past two years. Hosei students designed campus tours for visitors and acted as guides. The center hosts a dance festival for local people that regularly attracts some 20 teams every time.

Students also go out into local areas. For example, a student group named @danchi organized the "Festival of the Weaver (Star Festival)" at a vacant store in a housing complex near the university this summer, jointly with the café club of the university. Takafumi Ohno, a student majoring in community development and leader of this circle, arranged a "nagashi somen (flowing noodles)" event at the festival. The students served breads, coffee and tea to the more than 300 people who attended. Hosei students and professors enjoyed chatting and spend-

ing time with local people.

"I can learn things from this kind of civil involvement that I can't learn in a classroom lecture," Ohno said. He discussed and worked with community people for the festival. He found it beneficial to get involved in such not-for-profit activities that are significant to the community.

Visitors from the local community also loved the event. "I was surprised to see so many people at the festival that the noodles ran out," one of them said. He hopes to attend the festival next year again. Through this event, students and local community members obviously grew much closer.

The center trusts that such activities provide significant value to student empowerment. "Performing service to others through their projects, students feel a sense of accomplishment," said Kohno from the HUCC.



SHUN AOYAGI PHOTO

Hosei students mingle with local residents at a festival near the Tama Campus as part of the university-community collaboration project.

Kagurazaka showcases its traditions, charms

By Deseatnicova Ksenia

The Shinto musicians and dancers who once performed along its sloping streets are long gone, but the history, traditions and wonderful community spirit of Kagurazaka live on. Let's have a look at what the district, just a 10-minute walk from Hosei University, has to offer.

Tokyo guidebooks will tell you that Kagurazaka is a district along a main incline near JR Iidabashi Station, famous as a fashionable shopping and dining area. Its two most famous sights are Akagi Shrine and Zenkokuji Temple, which contains a statue of Bishamonten, the god of war or warriors.

They will also say that there is still a small area of geisha houses (*okiya*), which is one of the six remaining in Tokyo, with about 20 gei-

sha still actively working. They will mention that this district is sometimes called "Little France" because of the large number of French residents. And they will certainly highlight Kagurazaka's cobblestone alleys and narrow back streets, which are illuminated every evening to create a mystical and charming atmosphere from days long ago in the whole neighborhood.

In the Edo Period (1603-1867), it was a district of warlords' and tradesmen's houses with a famous *hanamachi* (geisha district). It especially flourished from the end of the Meiji Era (1868-1912) until the beginning of the Showa Era (1926-1988). Although the area fortunately avoided the destruction of the Great Kanto Earthquake of 1923, the geisha houses started to

decline after World War II. Since 1950 when a French school was opened at the initiative of the French Embassy, the area has been growing into a French quarter full of French restaurants, cafes and shops.

Located close to the old Edo Castle, Kagurazaka has always been a center of the city. But in the 1990s, the area was overlooked by new businesses and rarely visited by foreign tourists. Its local community then decided to create some new traditions to unite all generations and ethnic groups.

As a result, the Kagurazaka Machi-Tobi Festival was launched in 1999, which soon became the year's biggest cultural event for local residents, neighbors and tourists to enjoy the diversity of Kagurazaka's many cultural traditions and charms.



MAKOTO SEKINE PHOTO

Above is a collection of pieces of paper, arranged as the number 70, on which some Hosei University students specified their plans to contribute to the solution of global issues. Their pledges were shown at the end of an event the university jointly organized with the Tokyo office of the United Nations Academic Impact in Japan, a U.N. outreach program to engage education and research institutions. Kaoru Nemoto, Japan director of the UNIC, told the event that everybody can be "a difference maker" and has the potential to change the world. Koki Sono, one of the students on the planning committee, said that we need to raise awareness of global issues. "If citizens raise their voices, they could influence government policies. It is thus important to take actions, even small ones," she said. (By Makoto Sekine)

Professor's novel to be movie

By Kei Hattori

Yutaka Maekawa, a professor of comparative culture and American literature in the Faculty of Intercultural Communication, made his debut as a mystery writer in 2012. His novel "Creepy" won the Mystery Literary Rookie Award that year. And now it is being made into a movie, to be released this summer, starring some of Japan's most popular actors.



Yutaka Maekawa

"I am really pleased that my debut work will be on the screen," he said. "It is hard to believe that I have been so lucky."

Since university students don't seem to read many novels, he would like to use the news to inspire them to read his debut novel. He

thinks it is fine to read the book before watching the movie, or vice, versa. "It might be interesting to discuss the differences between the two," he said.

In his novel, the narrator is a college professor, but how much of Hosei is there in the book? Although never mentioned by name, Hosei University was used as the model for the campus atmosphere, but that's as far as it goes, explained Professor Maekawa. "Hosei is too peaceful in reality to have a student murdered there."

He studied crimes in novels and non-fiction books in research for his academic specialty. He thus based the title "Creepy," on his literary knowledge: Not for the sake of the word's meaning, but because of the Manson Family murders in the United States in 1969, which made the words "creepy crawling" famous.

'E-professor' makes his mark

By Yuka Moriya and Nien-Chun Yeh

If not Hosei's first "e-professor," Professor Yasushi Suzuki of the Faculty of Intercultural Communication is officially one of the best, winning the Best Teacher Award chosen by students at Hosei University in 2014.

He is the first recipient of this award, which was started by the Center for Higher Education Development and Support.

Professor Suzuki uses information and communication technology (ICT) in his foreign-language classes,

and together with Lecturer Shota Watanabe developed a smartphone application that has content that can help to improve reading, writing, listening and speaking foreign-language skills. The use of ICT in the classroom is increasing, but Suzuki utilized the smartphone as a medium to effectively complement and enrich student learning.

In addition to academic subjects, Suzuki also prepares sensitive issues and historical cases for discussion to help the students with their critical thinking.

Nurturing will to fight poverty

By Yu Goto

Makoto Yuasa is one of Japan's best-known social activists, and he has been a Hosei University professor in the Faculty of Social Policy and Administration since 2014.



Makoto Yuasa

He came to be widely known in 2008, the year when a dramatic number of workers lost their jobs and homes amid recession-triggered layoffs in Japan. Yuasa took the initiative to arrange a "village," a camping facility and soup kitchen at Hibiya Park in downtown Tokyo so that some 500 homeless people could have a peaceful and safe New Year's. The event was successful and widely reported in the media.

That was not Professor Yuasa's first work with the homeless, he has been supporting them since he was a student.

He established a non-profit organization, "Moyai" — a bowline knot that cannot be easily loosened — to help homeless people when he was a graduate student at the University of Tokyo. He has written a number of books about poverty and other social issues, including the best-selling "Han Hinkon (Anti-Poverty)," which created public awareness of the poverty that exists in his wealthy country and also had a significant impact on

public policies.

As the experienced leader of the new anti-poverty movement, he has been appointed to work as a catalyst and project chief of the government's schemes to fight poverty in Japan.

Yuasa says that three layers of safety nets are supposed to protect workers in Japan: the employment net, social insurance net and public assistance net. But these safety nets are provided only to workers hired formally as full-time employees not to dispatched workers, short-term contract and part-time workers. Those non-formal employees increased by 1.5 million in 2012 from the previous survey in 2007. Today, more than one-third of Japan's total labor force consists of non-full-time workers with no safety network, who face the risk of falling into poverty should they lose their jobs.

Yuasa is now committed to a new job: teaching at Hosei.

"It is part of my fieldwork," he told The Hosei Herald. He came to Hosei because he wanted to "teach atypical students." He also found it appealing to know what students are interested in, and what they are not interested in.

In his classes he does not lecture to the students but only guides them to discover and define their "own social issue," whatever it is.

What is important is to learn "the real social issues

behind the students' problems," Yuasa said. The professor developed his teaching style because he learned that students are uncomfortable expressing their opinions in class. Having been brought up in an education system that places paramount importance on memorizing facts and figures, students had not been taught to seek answers on their own.

He was once considering working abroad to reduce poverty in developing countries. But he changed his mind and set his priority on fighting poverty in Japan because a Palestinian one day told him, "You guys should solve issues in your country."

"It is difficult to say that poverty will disappear in the future," the professor said. However, "it is important to have the willingness to try reducing poverty." According to the U.N., the poverty level is 16 percent in Japan and 6 percent in Denmark. "There is still plenty of room for improvement," Yuasa said.

Japanese students have little experience of participating in social activities, he thinks. In many countries, schools allow students to do volunteer activities as part of the curriculum, but not in Japan. "It is important to let students understand the joy of meeting people who are different," he said. "Students can gain experiences and learn things that cannot be taught at university."

Only dream-chasers will catch their dreams

By Harumi Fukihara

Professor Kazumi Goto of Hosei's Law Faculty teaches his international development cooperation seminar in a unique and untraditional style. Prior to becoming a teacher, he



Kazumi Goto

worked for 30 years at the Overseas Economic Cooperation Fund. Based on his experience, he tells students international cooperation work is not done by only governments and NGOs but also by private companies that directly conduct business and technology transfers with developing countries. To let the students see how the world operates, he has them do research on government, international organizations, companies and civil society bodies.

"There are no seminars like mine," he said. He believes his students literally develop and mature, particularly through fieldwork on the study tours organized at the students' initiative. "It is really a precious experience for students."

He is known among students for not providing answers. Rather, he guides them to find answers on their own. He is strict but explains everything carefully so that everyone understands and no one is left behind. And his support continues even after they graduate. "I have never met a teacher like him," said Ayumi Takeshi, a sophomore. "He listens to all the students and guides them to learn."

His students behave pretty unconventionally, too. They all take their own laptops to class. They work pretty much on their own on projects and events related to the seminar. The seminar is designed to train students through discussion, planning projects and event

implementation so that they will be capable of working anywhere in the world.

With interests varying from the environment, infrastructure, energy and business to education, gender and poverty, many of his students agree they feel empowered and had their self-esteem boosted. "I can learn not only about international development cooperation but also acquire social skills and business manners through managing annual events," remarked Kento Oonaka, a junior.

Hosei alumni often come back to Professor Goto's seminar to talk about their experience to students. "It is a good tradition for students and also alumni," the professor said. "It provides the alumni in mid-term careers with the opportunity to look back themselves and plan for the future." He always tells his students, "People who chase their dreams catch them."

SPORTS

Hosei baseball prepares to hit historic milestone

By Saki Murakami and Yu Goto

The Hosei University Baseball Club is taking a historic step as it steps up to the plate to celebrate its 101st anniversary in 2016.

According to Ryuma Mori, vice captain of the 2016 team, a university baseball team with a history of over 100 years is rare. He is very conscious of inheriting such a tradition.

Team captain Taiki Morikawa feels he must live up to the expectations of the fans who come to Tokyo's Meiji Jingu Stadium on weekends to watch games and cheer on the team. "We are hungry

and eager for victory," Morikawa said. The club has achieved some glorious records, the most important being winning the Japan National Collegiate Baseball Championship.

The team has won that championship eight times in the past, but for the past three years, the trophy cupboard has been bare, with even the Tokyo Big Six Baseball League out of reach. Morikawa said he aims to do everything he can to win in 2016 so that he can launch a new tradition as the 101st team captain.

Another record is that the club has produced more professional baseball players

than any other university. One of the best known is Koji Yamamoto who managed Japan to third place in the 2013 World Baseball Classic. While at Hosei he helped the team win the Tokyo Big Six Baseball League three times. Not surprisingly, he was picked in the first round of the pro draft by the Central League's Hiroshima Toyo Carp. Another is Atsunori Inaba, currently the sports community officer of the Nippon-Ham Fighters. He was a teammate at Hosei of Hisanori Aoki who is the manager of the Hosei University Baseball Club.

Manager Aoki said Inaba

came to see the team twice in 2015. "Mr. Inaba wants to make his alma mater's team strong," Aoki said, adding that Inaba has many fond memories of his Hosei days.

Shunya Morita, a pitcher on the current Hosei team, said he selected the university because it is the best place to train himself to become a professional baseball player. When he was a high school player, he was picked to play for Japan in the U-18 BFA Asian Baseball Championship. He was already attracting pro scouts then, but he decided to study at Hosei University.

"I would like to be a professional baseball player

with better skills," Morita said. "Although there are some great professional pitchers from Hosei University Baseball Club, I would like to surpass them someday."

Sports Science Institute

Hosei has been recently offering the Sports Science Institute (SSI) program to support talented student athletes from the academic field. The young athletes can study courses offered in faculties that they belong to and simultaneously take sports-related courses in the SSI.

The university introduced this program because the sporting life of a profes-



HOSEI UNIVERSITY/SAKI MURAKAMI PHOTOS

(Left) Hosei University's baseball club wins its first championship of the collegiate Tokyo Big Six Baseball League in 1930, 14 years after its founding. (Right) Hisanori Aoki, the current manager of the baseball club.

sional athlete is very short compared to the time after retiring. To better prepare for a second career, the students can attend not just sports science classes to improve their physical per-

formances but also to understand sports from academic perspectives.

Although students taking the SSI program must have 132 credits in total just like other students who belong to

a faculty, the athletes only need to take 80 credits from their faculty with the rest coming from the SSI. This means that the students can spend more time on improving their athletic skills.