



Faculty Waseda University
Graduate School of
Asia-Pacific Studies (GSAPS)

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GSAPS

Faculty =

Expertise



Humanism

At the Waseda University Graduate School of Asia-Pacific Studies (GSAPS), students are taught by diverse faculty members with high-level research skills and practical abilities, who conduct cutting-edge research in their field, and who have real world experience, such as in international institutions-like the United Nations, the World Bank, and UNICEF-in diplomacy, and in the mass media.

In this edition of Faculty Spotlights, we take a look at the attractive learning experience and the three specializations-‘Area Studies’, ‘International Relations’ and ‘International Development/Policy Studies’-offered by GSAPS through the voices of its teaching staff and their unique expertise and rich humanism cultivated from various backgrounds.



Kazuo KURODA

Field of specialization : Comparative and international education, educational policy, education and international development, international higher education.

My field of specialization

Originally my research focus was “educational development and international cooperation in developing countries”. But now I have expanded my research to “international educational cooperation and the global and regional governance of education in a globalizing world” with a focus on the Asian region, including developed countries (such as the educational targets of the SDGs, inclusive education, and regional cooperation on higher education). I became interested in this field during my student days through my involvement in volunteer activities supporting developing countries and international exchange activities. Since I could not study this field in Japan at that time, I went to the United States for my post-graduate studies to deepen my expertise.

The future of international education research in Japan and Asia

I believe that there is great value in conducting research on education in Japan and Asia from an international perspective. Historically, education has been conceived and practiced by the nation-state as its unit. However, with the dramatic advance of information technology and the explosive expansion of people movements, the globalization of education, international cooperation in education, and the global and regional governance of education are rapidly progressing. I believe that such research has great potential to be further developed and to shape the future direction of education as a specialized field.

Feeling dynamism in the advancement of education

While Asia used to be referred to as developing countries and the target of educational assistance, education in contemporary Asia continues to advance. There are many universities in Asia with research levels that exceed the average level of Japan’s universities, and the Asian education model today is advancing dynamically to a level that can be shared with the world. Knowing this process, I feel a sense of intellectual excitement and interest. Looking to the future, it is important to conceive of Asia as a “partner with whom we can grow together” rather than a “target for assistance”. Research on education in Japan and Asia has the future potential to provide an Asian model to the world.

Human resources for new international education cooperation

In addition to vertical relationships like bilateral educational assistance, international education cooperation is also developing horizontal relationships to resolve issues that transcend national borders, such as through the SDGs and UNESCO’s “global governance” as well as through ASEAN+3 and the EU. I believe that GSAPS can nurture talented people who are able to contribute to international society, which is trying to establish such new international education cooperation. The uniqueness of GSAPS is that students can deepen their knowledge and understanding of “international relations” and “international development” in the real world.





The reasons why people ‘migrate’

I research ‘international migration (cross-border movements)’ and ‘immigrants’. I came from China and migrated internally as a child because living conditions were better in the cities than the rural areas. People who lived in cities enjoyed more welfare provisions and better schools than those who lived in rural areas. Regional inequality also existed. In order to enter university, students in some provinces sometimes needed to score 100 points higher than students from other provinces in the same national entrance exam. Geographical migration is one way to resolve inequalities. People move across national borders for the same reason. I research international migration as an important action to resolve economic inequality, human rights issues, labor shortages and environmental crises.

Addressing the issues of immigrants, environmental and conflict refugees

In Japan, the birth rate is declining; the population is ageing and shrinking; and labor shortages are aggravating. More foreign workers are arriving in Japan. Like me, many of them will be immigrants, becoming a part of Japanese society. Thinking about Japan’s future, how to integrate immigrants is an important issue. Moreover, global-scale migration will increase in the future. Environmental refugees are expected to increase due to global warming. The unstable global political situation and the risk of war and conflict means that refugees as a result of conflict are also likely to increase. We need to prepare ourselves for crisis situations.

Encouraging students to know the “real world”

In my lecture ‘Global Cultural Studies’, I focus on how international migration affects the society and culture of sending and receiving countries and the sense of belonging and identity of migrants. Students read about various topics, such as the social and economic practices and cultural customs of migrants, and take part in lively class debates. I encourage students to seek out their own questions and to think for themselves. Moreover, in order for students to understand social phenomena and the essence of their research topics, I believe that it is indispensable for them to conduct on-site fieldwork.

Ideal students for GSAPS

A major point of attraction at GSAPS is the multinational student body and the chance for international learning through direct exchanges. Our major is International Relations. Students can learn a wide range of border crossing issues from diverse perspectives, such as economics, history, culture, society, and politics. GSAPS has a culture of discussion, which is characterized by the chance for students to take part in lively class debates. I believe that GSAPS is the ideal learning environment for students who have an interest in social issues and want to acquire the scientific knowledge and tools to understand and resolve them, who want to deepen their intellectual interests to become professionals, and who are interested in different cultures and want to develop a more international perspective.

File

02

Gracia
LIU-FARRER

Field of specialization : International migration, social stratification, globalization, international education.

File 03

David LEHENY

Field of specialization : Japanese politics, East Asian security, culture and international relations.

My interest in “culture and politics”

I am interested in the relationship between “culture and politics” and I research how national leaders and citizens theorize, explain, interpret, and conduct their own political activities. For example, even if Japanese and Americans do the same things, people may interpret them as taking “typically Japanese actions” or “typically American actions”. I am researching the political connection between the actions of people in political roles and the beliefs and motivations that form the basis of those actions.

Uncovering the mindsets that motivate political behavior

I chose this research because I was dissatisfied with the standard approach in political science that treats decision-making and policy as the result of strategic, rational, or purposeful behavior. Instead, I was interested in how behavior is motivated by a consciousness to fulfil one’s own role by behaving appropriately as particular type of person (an American, a man etc.). Like a sociologist or anthropologist, I try, drawing on “critical theory,”* to understand political behavior in terms of the cultural and ideological environment that shapes its meaning for actors themselves.

Why emphasize “critical theory”?

“Critical theory” provides a method to approach hypothesis making on any given phenomenon from a critical point of view. I believe that we should always question and take a critical point of view towards concepts and ideas that are taken for granted in debates on politics and diplomacy. I pay especially close attention to how interpretations of ideas, such as inequality in a given country based on nationalism and identity, influence interpretations of race, gender, and war. I hope that GSAPS students will conduct their own independent-minded research. In this way students can build their own critical perspectives, and I can also learn from my students.

Getting students to take a critical perspective

Taking a critical approach to politics isn’t simply pointing out that something is good or bad; it means raising questions about categories and ways of thinking that are taken for granted. For example, the idea of “human security” was born from critiques of international security’s focus on the state. By thinking critically, we can discover hidden problems and issues that people face everyday. I hope that students will look at conventional wisdom and general assertions with a critical eye while making their own research plans.

*Critical theory is a conception of modern society and human reason put forward by, among others, German philosopher Max Horkheimer.

Faculty Profile



File 01 / Kazuo KURODA

Field of specialization : Comparative and international education, educational policy, education and international development, international higher education.

Research theme : Inclusive and special need education in developing countries; the internationalization, regionalization, and globalization of higher education; international cooperation; and global governance in education.

[Professional background]

Researcher in Residence, Overseas Development Council (United States) (1996 -1997) / Assistant Professor and Associate Professor, Center for the Study of International Cooperation in Education, Hiroshima University (1997-2003) / Associate Professor, Graduate School of Asia-Pacific Studies, Waseda University (2003-2006) / Professor, Graduate School of Asia-Pacific Studies, Waseda University (2006-present) / Visiting Professor, the University of Tokyo (2011-2013).
Other concurrent positions: Committee Member, Japanese National Commission for UNESCO; Visiting Fellow, Japan International Cooperation Agency (JICA) Ogata Sadako Research Institute for Peace and Development.



File 02 / Gracia LIU-FARRER

Field of specialization : International migration, social stratification, globalization, international education.

Research theme : International migration, identity and citizenship, race and ethnicity.

[Professional background]

Research Fellow, Tohoku University Center for the Study of Social Stratification and Inequality (2006-2007) / Assistant Professor, Special Education and Research Center, Department of Sociology, Ochanomizu University (2008-2009) / Associate Professor, Graduate School of Asia-Pacific Studies, Waseda University (2009-2014) / Professor, Graduate School of Asia-Pacific Studies, Waseda University (2014-present) / Director, Institute of Asian Migrations, Waseda University (2018-Present).
Other concurrent positions: Editorial Board, *International Migration Review and Migration Studies*.



File 03 / David LEHENY

Field of specialization : Japanese politics, East Asian security, culture and international relations.

Research theme : International and regional norms, history and memory, social movements, economic justice, empire and resistance.

[Professional background]

Research Associate, Institute of Social Science, University of Tokyo (1996-1998) / Assistant Professor, Department of Political Science, University of Wisconsin-Madison (1998-2006) / Regional Affairs Officer, Office of the Coordinator for Counterterrorism, US State Department (2000) / Associate Professor, Department of Political Science, University of Wisconsin-Madison (2006-2007) / Professor, Department of East Asian Studies, Princeton University (2007-2017) / Professor, Graduate School of Asia-Pacific Studies, Waseda University (2017-present).
Other concurrent positions : Co-Chief Editor, *Studies in Asian Security Book Series*, Stanford University Press / Member, American Advisory Committee, Japan Foundation.

