

論 說

Peace Education in Globalizing Japan: A Case of Japan-Asia Studies (JAS) Program at Soka University in Relation to the Project for Global Human Resource Development

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Introduction:

A Case Study based on Peace Education at Soka University

Based on the author's teaching experience in peace education, this paper aims to report on a peace studies course in the Japan-Asia Studies (JAS) program at Soka University from September 2012 to January 2013. JAS program is offered by the Faculty of Economics at Soka University, in which both international and domestic students can learn academic subjects related to Economics and Japan-Asia studies in an English only environment. The author suggested that peace studies in terms of Japanese political economy could be provided in JAS program and it was accepted as one of the courses for the second semester in 2012 at Soka University.

Peace education has been provided in a large number of universities in English domestically and internationally.¹ Meanwhile,

some faculty members of Soka University also offered some courses related to peace education. Professor Donna J. McInnis, for instance, has provided peace education as one of the English language courses in the Faculty of Letters.² Likewise, Dr. Olivier Urbain, the former Professor of Soka University and the current Director of Toda Institute for Global Peace and Policy Research, taught the course, 'Art and Peace' as peace education in English at Soka University.³ Currently, the Faculty of Law of Soka University offers 'Peace and Human Rights Workshop in English' in which students can learn international legal, political and social issues.⁴ Still, most participants in these courses above are Japanese students who would like to improve English, unlike JAS program composed of both domestic and exchange students.

Notably, Japanese university education has been transforming to foster the so-called 'global human resources', and therefore, its implication for 'global peace education' in which Japanese and international students learn peace studies needs to be taken into consideration as a research case. Nonetheless, academic works regarding the interconnectedness between globalizing Japanese universities and peace education in Japan are all but unobtainable because this is the new research topic.⁵ In this sense, this paper can be one of the first contributions to the research area. Moreover, since it was the first time for JAS program to introduce peace studies, this paper examines the learning objectives, learning method, and learning outcomes of this global peace education course in the context of the project for promotion of 'global human resource development' designed to internationalize Japanese university education.⁶

1. Background of Globalizing University Education in Japan

Recently, 'global human resource development' (*gurōbaru jinzai ikusei*) is one of the keywords frequently used in Japanese universities. Indeed, the Japanese government, especially the Ministry of Economy, Trade and Industry (METI) and the Ministry of Education, Culture, Sports, Science and Technology (MEXT), has been actively involved in the promotion of this concept. An Interim Report announced by the Council on Promotion of Human Resource for Globalization Development of Prime Minister of Japan and His Cabinet on 22 June 2011 articulated the three key elements required for global human resources:

- a) Linguistic and communication skills
- b) Self-direction and positiveness, a spirit of challenge, cooperativeness and flexibility, a sense of responsibility and mission
- c) Understanding of other cultures and a sense of identity as a Japanese⁷

According to Human Resources Policy Office, Economic and Industrial Policy Bureau of the METI, promotion of the global human resources development has a strategic aspect in response to the relative decline of the domestic market and the emergence of the global market. In other words, Japanese enterprises tend to lose its international competitiveness and to be overlooked in the international market. Another important factor is that domestic students in Japanese universities are apt to stay in Japan rather than participate in study abroad or overseas internship programs. Also, in comparison with overseas universities, the number of international

staff and exchange students in Japanese universities is relatively small, and therefore, Japanese universities are faced with the necessity of internationalization. In short, economic globalization necessitates Japan to produce 'global human resources' that can enhance Japan's international competitiveness.⁸ In fact, Mitsubishi Corporation, for instance, has sought to internationalize itself by hiring the employees with English proficiency and promoting bilingual communications.⁹

As well as the METI, Officer for International Planning, Higher Education Policy Planning Division, Higher Education Bureau in the MEXT report, on 21 June 2010, pointed out the significance of global human resource development focusing on the East Asian region.¹⁰ Specifically, the MEXT report stressed the importance of 'inter-university exchanges' in the East Asian region. The report suggested that it was necessary to establish 'programs focusing on understanding of multiple and different cultures'.¹¹ It can be argued that what the MEXT reported was the necessity of a project to foster 'global human resources' at Japanese universities.¹²

2. Project for Promotion of Global Human Resource Development

In order to facilitate the educational goal above, the MEXT set up a funding project for promotion of global human resource development. The MEXT project 'aims to overcome the Japanese younger generations' "inward tendency" and to foster human resources who can positively meet the challenges and succeed in the global field, as the basis for improving Japan's global competitiveness and enhancing the ties between nations'.¹³ It also noted that 'efforts to promote the internationalization of university education in Japan will be given strong priority support'.¹⁴ According to the MEXT, 129

universities applied for the funding in 2012 and 42 universities (11 for Type A = university-wide + 31 for Type B = Faculty/school-specific) were selected.¹⁵

3. Globalizing Universities in Japan: In the Case of Soka University

Soka University's application was successful and adopted as Type B. Soka University has explained that the objectives and specific image of the ideal global human resource could contribute to enhancing 'the global competence of university education in order to cultivate the "creative individuals" who will be required by the global community in the 21st Century'.¹⁶ Specifically, Soka University plans to cultivate global human resources with the following qualities:

- a) Strong foreign language competency equivalent to a TOEFL iBT score of 80, a broad and deep knowledge, and profound expertise
- b) The ability to understand different cultures and an attitude of actively engaging in the global community – strength to be acquired in practice through overseas learning experience
- c) The philosophy of coexisting, which is to be acquired through the courses of Own-University Education – a course of study that covers the history of Soka University and its educational visions¹⁷

These qualities are congruous with the elements required by the 2011 Interim Report by the Council on Promotion of Human Resource for Globalization Development. Importantly, Soka University is planning to cultivate global human resources as 'global citizens' on the basis of the educational philosophy of the university.¹⁸ According to the plan for the project, JAS program was raised as a pioneering example

of internationalization of educational program.¹⁹

4. A Case of Peace Education in Japan–Asia Studies (JAS) Program

Interestingly, JAS program, established in the Faculty of Economics of Soka University in 2009, is consistent with the purpose of the 2010 MEXT report and the project for promotion of global human resource development. According to *JAS Program Handbook 2012-2013*, the program is designed to meet the needs of:

- a) International students who wish to spend one or two semesters in Japan for an enriching international experience and take academic courses in English
- b) International students who are currently enrolled in Japanese-medium undergraduate courses and would also like to enroll in a few English-medium courses
- c) Domestic students with high English proficiency who wish to take an academic subject in English and engage in meaningful discussions with international students in the class²⁰

In concrete terms, JAS program provides the following five subject areas: 1) Japanese Economy, 2) Economic Theory and Statistics, 3) Japan in Asia, 4) Japan in the World, and 5) Business in Japan and Asia.²¹ In the second semester in 2012, the author had an opportunity to participate in JAS program and offered the course entitled, 'Peace Studies and Japanese Political Economy'. The course can be categorized as 3) Japan in Asia; and 4) Japan in the World. Basically, the course combined peace studies and international relations with the

issues of Japanese political economy as a case of global peace education.

5. Learning Objectives: General Purpose of the Course

The objective of the course, as peace education, is to provide a basic understanding of peace studies and Japanese political economy based on one of the founding principles of Soka University, 'Be a fortress for the peace of humankind'.²² The author expected that theories of peace research and international relations would help students understand why Japan became an aggressive militarist state during the Second World War, how Japan was transformed into a pacifist state and accomplished economic success during the postwar era. In addition, this course was designed to offer an insight on how Japan's foreign and security policies changed in the post-Cold War world. As case studies on war and peace, the lectures on Japan's responses to the 1990 Gulf Crisis, 9/11, and US-led wars on Afghanistan and Iraq were provided. As case studies of regional political economy, Japan's relationships with Australia and China were be discussed. Finally, this course explored the future of the Japanese Constitution and Japan's contribution towards a world without war and nuclear weapons. The schedule and course topics are as follows:

6. Schedule and Course Topics (2012–2013)

Lecture 1	Course orientation: Introduction to peace studies/Japanese political economy
Lecture 2	History of peace studies/international relations (WW1/WW2)
Lecture 3	Theories of peace studies/international relations

Lecture 4	The Cold War: Nuclear arms race and the 'Long Peace'
Lecture 5	Political economy and diplomatic history of post-war Japan
Lecture 6	Japan and the United Nations: From checkbook diplomacy to UNPKO
Lecture 7	Japan and Human Security: Political/economic stability in Asia
Lecture 8	9/11 and Japan's response to the War on Terror (Afghanistan/Iraq)
Lecture 9	Japan-Australia relations: Political/economic stability in Asia-Pacific
Lecture 10	Japan and rising China as an economic superpower
Lecture 11	Future of the Japanese Peace Constitution
Lecture 12	Towards a world without war and nuclear weapons: Part 1
Lecture 13	Towards a world without war and nuclear weapons: Part 2
Lecture 14-15	Student presentations, course summary and conclusion

As shown in Table above, the course focused not only on peace studies but also on Japanese political economy, especially its foreign and security policies.²³ In principal, the content of the course is mainly based on the author's book manuscript, *Japan as a Global Pacifist State*, Bern: Peter Lang AG International Academic Publishers (Worlds of East Asia Series). In addition, the author utilized some textbooks, such as David P. Barash and Charles P. Webel, *Peace and Conflict Studies*, London: Sage Publications, 2002; Charles Kegley & Eugene Wittkopf, *World Politics: Trend and Transformation*, Melbourne: Thomson Wadsworth, 2006; and Joseph Rotblat & Daisaku Ikeda, *A Quest for Global Peace: Rotblat and Ikeda on War, Ethics and the Nuclear Threat*, London: I.B.Tauris, 2007. The reading materials were announced in each class, although they were basically recommendatory rather mandatory.²⁴ Thus, this course was provided as peace education course in combination with Japan-Asia studies and international relations.

7. Learning Method: Interactive/Cross-cultural Discussions

The number of the students who took the course was 24 (15 domestic students and 9 international students). Since the classroom was not large-scale lecture room, the author decided to employ 'learning through discussions' (LTD) method to facilitate the interactive discussions and debates.²⁵ In general, the LTD method is considered as effective to cultivate learners' high level 'analytical thinking' in group discussions.²⁶ Moreover, diversity of international students allowed the course to facilitate 'cross-cultural' or 'multi-cultural' communication and to deepen cultural exchange and international understanding. Discussion topics were provided in each class so that students were able to exchange their opinions based on different backgrounds. Through the interactive and cross-cultural dialogues, the course offered opportunities for students to experience the so-called 'worldview transformation' as peace education.²⁷

International students in the course were from Russia, Israel, the Philippines, India, Hong Kong, Kenya and Senegal. Understandably, the opinions of international students regarding Japanese political economy differed from those of Japanese students. For instance, they showed different and rather conflicting views on Japan's security policy. While international students tended to be realistic, especially with regard to use of force, Japanese students' viewpoints were idealistic.²⁸ The cultural differences enabled the students to open their eyes for the actual international understanding. Hence, this type of interactive learning method in global peace education is essential because it contributes to internationalizing students' perspectives on global peace issues. More significantly, the learning process itself can be regarded as a transforming process towards global citizens.

Furthermore, the author observed that the cross-cultural LTD method is suitable for global peace education as 'conflict resolution training', 'human rights awareness training', and 'worldview transformation'.²⁹

8. Learning Outcomes: Acquisition of Skills and Abilities for Global Citizenship

In the middle of the semester, the students chose topics for research papers and presentations related to the course. The presentation topics were based on the research papers so that they could fully internalize and output their own research topics. By reflecting on the course and academic performance of the students, the author considers that 'learning outcomes'³⁰ of this course are to acquire several elements, such as:

- High level English proficiency (communicative academic English)
- Active communication skills (interactive discussions and debates)
- Extensive knowledge of global issues (knowledge to maximize other skills)
- Critical and analytical thinking (research ability/logical compilation of information)
- Interdisciplinary perspectives (flexible academic viewpoints)
- International understanding (profound respect for different cultures)
- Problem-solving skills (proactive conflict resolution/peace-creating skills)
- Identity as a global citizen (a sense of responsibility to create world peace)³¹

All these qualities as learning outcomes are required for global

citizens, global human resources, and peace workers.³² In addition, some of the qualities are overlapped with the abilities for global human resources presented by the 2011 Interim Report announced by Prime Minister of Japan and His Cabinet.³³ This is because global human resources are almost identical with the concept of global citizens. This is an important aspect for global peace education to foster global citizens as 'peace workers' that can contribute to the creation of world peace and the facilitation of conflict resolution.³⁴ The research topics examined and presented by the students were as follows:

- The Second World War and Japan
- Japan during the Occupation Period
- Japan's Economic Recovery in the Postwar Era
- Japan's Peacekeeping Policy
- Japan and Nuclear Abolition
- Human Security and Japan
- Okinawa and Japan-US Relations
- Sino-Japanese Relations
- Japan-Australia Relations
- Russia-Japan Relations
- Human Insecurity in Bolivia
- Media and War³⁵

By exchanging their research outcomes in group discussions, debates and presentations, the students had opportunities to widen their viewpoints on global issues and international peace and security. Through the interactive/cross-cultural group LTD method based on the topics above, the students have developed their abilities and skills required for global citizens Soka University desires to produce.

In retrospect, at Teachers College of the Columbia University on 13 June 1996, Dr. Daisaku Ikeda, the Founder of Soka University, proposed the essential elements for global citizens (global citizenship) as follows:

- a) The *wisdom* to perceive the interconnectedness of all life and living
- b) The *courage* not to fear or deny difference, but to respect and strive to understand people of different cultures and to grow from encounters with them
- c) The *compassion* to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places³⁶

In the speech, Dr. Ikeda, furthermore, emphasized the significance of 'peace education', 'in which young people learn the cruelty and folly of war, to root the practice of nonviolence in human society.'³⁷ In this sense, the global peace education for domestic and international students is ideal for acquisition of global citizenship for world peace as shown in Table below. The author suggests that not only Japan but also university education in the world in connection with their governments and industries can foster global citizens (global human resources) who will contribute to world peace.

Table: Image of Global Citizens in World Peace-Government-Industry-Academic Circle



Note: This image was created by the author based on teaching experience in JAS program by reference to the images of global citizens and the industry-government-academic relationship presented by other scholars.³⁸

Conclusion: Global Peace Education for Global Citizenship

This paper has reported on the purpose, teaching method, and learning outcomes of the peace studies course in JAS program (2012-2013) at Soka University in the light of the project for promotion of global human resource development. As contextualized in this study, the Japanese government has made efforts to globalize university education to strengthen Japan's international competitiveness. As a result, the project for facilitation of global human resource development was set up and Soka University was selected as one of the 42 universities. As pointed out in the paper, the similarity between the project and JAS program is identifiable in terms of internationalization of university curriculum. As a case study, the paper shed light on the peace education the author provided in JAS program (2012-2013) which

combined peace studies with international relations and Japan-Asia studies. Based on the interdisciplinary as one of the characteristics of peace studies/peace education, the course seemed to satisfy the needs of students who wished to learn about Japanese politics and global peace issues at the same time. By adopting the LTD method, the course maximized the interactive nature of group discussions and multi-cultural communication among students. Consequently, the course provided opportunities to develop multiple skills as learning outcomes, such as communication skills, analytical thinking, research skills, and problem-solving skills that are essential for global citizens who will be able to contribute to creating global peace.³⁹ Given the learning objectives, learning method, and learning outcomes shown in this paper, it can be concluded that 'global peace education' can contribute to fostering 'global citizenship' as well as global human resources that are required in globalizing Japan and the world.⁴⁰

Notes

- 1 In Japan, International Christian University (ICU) provides peace studies course in English. See ICU, College of Liberal Arts, <http://www.icu.ac.jp/en/liberalarts/major/major_31.html>. Internationally, the Bradford University is famous for peace studies program, see Bradford University, <<http://www.brad.ac.uk/peace/>>. For an international peace research institute that provides graduate school programs, see the University of Sydney, Centre for Peace and Conflict Studies, <http://sydney.edu.au/arts/peace_conflict/>.
- 2 Incidentally, the author attended her classes. For her early research on peace education program, see McInnis, Donna J. and Barbara J. Wells, 'Peace Education and Its Role in the EFL Classroom', *Soka University Peace Research* 16 (1994) 57-76.
- 3 In the course, Dr. Urbain offered the Hawaiian-style problem solving workshop as conflict transformation/peacebuilding training in which the author participated. For the conflict resolution method, see Urbain, Olivier, 'Three Sessions Using Hawaiian-Style Reconciliation Methods

- Inspired by the Ho'oponopono Problem-solving Process', *Soka University Peace Research* Special Issue (2004) 75-85.
- 4 See Soka University Faculty of Law, Peace & Human Rights Workshop in English, <http://hou.soka.ac.jp/phr_workshop.html>.
 - 5 For excellent analyses of 'globalizing Japan' in terms of social, cultural and ethnographical viewpoints, see Befu, Harumi and Sylvie Guichard-Anquis (eds.), *Globalizing Japan: Ethnography of the Japanese Presence in Asia, Europe, and America*. London: Nissan Institute/Routledge Japanese Studies, 2002.
 - 6 For a case study of peace education in Japan, see Orihara, Toshio, 'Peace Education in Japan's Schools: A View from the Front Lines', *The Asia Pacific Journal: Japan Focus*, <<http://japanfocus.org/-Orihara-Toshio/3128>>. For an analysis of 'global peace education' by a leading Japanese peace scholar, see Okamoto, Mitsuo, 'An Overview of Global Peace Education Movement', in Cremin, Peadar (ed.) *Education for Peace*. Educational Studies Association of Ireland and the Irish Peace Institute, 1993.
 - 7 Prime Minister of Japan and His Cabinet, 'An Interim Report of the Council on Promotion of Human Resource for Globalization Development', Reported by the Council on Promotion of Human Resource for Globalization Development, 22 June 2011, <http://www.kantei.go.jp/jp/singi/global/120601interim_report.pdf>.
 - 8 Ministry of Economic, Trade and Industry (METI), 'Develop Global Human Resources through Industry-Academic-Government Collaboration' Release of Report Global Human Resource Development Committee of the Industry-Academia Partnership for Human Resource Development, 23 April 2010, <http://www.meti.go.jp/english/press/data/20100423_02.html>. See also Global Human Resource Development Committee of the Industry-Academia Partnership for Human Resource Development, Report Summary, <http://www.meti.go.jp/english/press/data/pdf/Human_Resource.pdf>.
 - 9 Mitsubishi Corporation, Utilizing Human Resources-Career Support: Global Human Resource Development, <<http://www.mitsubishicorp.com/jp/en/csr/work/development.html>>.
 - 10 Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT), The Concept of Global Human Resource Development Focusing on the East Asian Region, 21 June 2010, <<http://www.mext.go.jp/english/highered/1303540.htm>>.
 - 11 *Ibid.*
 - 12 Prior to the project for promotion of global human resource development, the MEXT initiated the so-called 'Global 30' project to internationalize 13 major Japanese Universities. See MEXT, Global 30 <<http://www.uni>>.

- international.mext.go.jp/ja-JP/global30/>.
- 13 MEXT, Project for Promotion of Global Human Resource Development, <<http://www.mext.go.jp/english/highered/1326713.htm>>.
- 14 *Ibid.*
- 15 MEXT, Number of Applications and Selection: The FY 2012 Project for Promotion of Global Human Resource Development, <http://www.jsps.go.jp/j-gjinzai/data/shinsa/h24/H24_gjinzai_kekka_e.pdf>.
- 16 Japan Society for the Promotion of Science (JSPS), Project for Promotion of Global Human Resource, Soka University Outline, <http://www.jsps.go.jp/j-gjinzai/data/shinsa/h24/gjinzai_gaiyou_b28_e.pdf>.
- 17 *Ibid.*
- 18 *Ibid.*
- 19 JSPS, Project for Promotion of Global Human Resource, Soka University, Project Plan, p.30. <http://www.jsps.go.jp/j-gjinzai/data/shinsa/h24/gjinzai_chousho_b28.pdf>.
- 20 Soka University Faculty of Economics, *Japan-Asia Studies (JAS) Program Handbook For Exchange Students 2012-2013*, <<http://keizai.soka.ac.jp/assets/images/img/jas/2012-13JASHandbook2.pdf>>.
- 21 See Soka University Faculty of Economics, <http://keizai.soka.ac.jp/jas_en.html>. For an academic analysis of JAS program in relation to global citizenship, see Takagi, Isao. 'The Idea of a Socially Responsible Global Citizen and its Ethical and Philosophical Basis', *Soka University Peace Research* 26 (2012) 3-25. Also see, *Japan-Asia Studies (JAS) Program Handbook For Exchange Students 2012-2013*, Faculty of Economics Soka University, 6-7.
- 22 For the difference between 'learning objectives and learning outcomes', see, University of Toronto, Learning Outcomes vs. Learning Objectives, <<http://www.teaching.utoronto.ca/topics/coursedesign/learning-outcomes/outcomes-objectives.htm>>. See Soka University, Founding Spirits and Mission Statements, <<http://www.soka.ac.jp/en/about/statement.html>>.
- 23 The syllabus was slightly modified. For the original version, see JAS 2012-13 Courses, <<http://keizai.soka.ac.jp/assets/images/img/jas/JASF09.pdf>>
- 24 The author referred to other books related to peace education and global citizenship. For instance, see Urbain, Olivier, *Daisaku Ikeda's Philosophy of Peace: Dialogue, Transformation and Global Citizenship*, New York: I.B. Tauris, 2010.
- 25 For an academic analysis on the LTD method, see R.A. Ellis and R.A. Calvo, 'Learning Through Discussions in Blended Environments', *Educational Media International* 41 (3) (2004) 263-274, <<http://sydney.edu.au/engineering/latte/docs/04-EMI-DiscussionsBlended.pdf>>.
- 26 Rabow, Jerome et al., William Fawcett Hill's Learning Through Discussions. Thousand Oaks: California, SAGE Publications, 1994.

- 27 For an explanation on the worldview transformation as a new approach of peace education, see Clarke-Habibi, Sara, 'Transforming Worldviews: The Case of Education for Peace in Bosnia and Herzegovina', *Journal of Transformative Education* 3 (1) (2005) 33-56.
- 28 This can be considered as one of the examples of Japan's anti-militarist culture. See Berger, Thomas U. *Culture of Antimilitarism: National Security in Germany and Japan*. Baltimore MD: Johns Hopkins University Press, 1998.
- 29 Clarke-Habibi, Sara, *op.cit.*
- 30 'Learning outcomes' can be defined as 'measurable statements that articulate what students should know, be able to do, or value as a result of taking a course or completing a program'. See Cornell University, Center for Teaching Excellence, <<http://www.cte.cornell.edu/teaching-ideas/designing-your-course/setting-learning-outcomes.html>>.
- 31 For an analysis of the relationship between peace education and English – language course in Japan, see Ikeda, Masumi and Kikuchi Keiko, 'Shin-Eiken and Peace Education in English Language Classrooms', *Human Rights Education in Asian Schools* 7 (2004) 49-53. 'Critical thinking' is important in learning process in general, including peace education. For instance, the course intended to develop students' critical thinking towards nuclear issues. For an analysis of 'critical thinking' in peace education, see Danesh, H.B., 'The Education for Peace Integrative Curriculum: Concepts, Contents and Efficacy', *Journal of Peace Education* 5 (2) (2008) 164. In peace education, 'transcend method' for 'conflict-resolution training' was proposed and has been promoted by Johan Galtung. See, Transcend International: A Peace Development Environment Network, <<http://www.transcend.org/>>. In terms of peace studies, 'global citizenship education' can be categorized as peace education. See Young, Nigel J. (ed.), *The Oxford International Encyclopedia of Peace* Volume 2, Oxford: Oxford University Press, 2010, 255. Among these learning outcomes, a sense of responsibility as a global citizen is critical. For an analysis of 'global responsibility' as a goal of peace education, see Reardon, Betty A., *Comprehensive Peace Education: Educating for Global Responsibility*. New York: Teachers College Press, 1988.
- 32 To a certain extent, attainable learning outcomes in the course considered and observed by the author are similar to the goals of 'Global Citizenship Program' provided for Japanese students in Soka University. See Soka University, Global Citizenship Program, <<http://sgcp.soka.ac.jp/index.html>>.
- 33 Prime Minister of Japan and His Cabinet, *op.cit.*
- 34 For an analysis of 'peace worker', see Ikeda, Daisaku and Majid Tehranian, *Global Civilization: A Buddhist-Islamic Dialogue*. New York: British Academic

Press, 2003, 158-159.

- 35 Some students' research topics were overlapped but the essays were written with different aspects.
- 36 See Ikeda, Daisaku, 'Thoughts on Education for Global Citizenship' Teachers College, Columbia University, 13 June 1996, <<http://www.daisakuikeda.org/sub/resources/works/lect/lect-08.html>>.
- 37 *Ibid.*
- 38 See Takagi, Isao. 'The Idea of a Socially Responsible Global Citizen and its Ethical and Philosophical Basis', *Soka University Peace Research* 26 (2012) 22. Also see, Fujiyama, Ichiro. 'The Transformation of the Relationship among the Industry-Government-Academic on Human Resource Development in Japan: 'Internationalized Persons' and 'Global Human Resources'', *Ritsumeikan Journal of International Relations and Area Studies* 36 (2012) 127.
- 39 This is because 'peace' is regarded as 'a goal of global citizenship' in terms of peace studies and peace education. See, Young, Nigel J. (ed.), *The Oxford International Encyclopedia of Peace* Volume 2, Oxford: Oxford University Press, 2010, 255.
- 40 Academically, Else Boulding, one of the pioneers of peace education, analyzed the similar concepts such as 'global education' and 'world citizenship'. See Stephenson, Carolyn M., 'Elise Boulding and Peace Education: Theory, Practice and Quaker Faith', *Journal of Peace Education* 9 (2) (2012) 116.

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- MEXT, Project for Promotion of Global Human Resource Development, <<http://www.mext.go.jp/english/highered/1326713.htm>>.
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