



AGST Newsletter

Autumn/Winter 2019



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An intensive course named “Multiple Perspectives on Management” was given by Professor Matthias Kipping from the Schulich School of Business at York University, Toronto, Canada. This four-day lecture focused on the evolution process of management in different historical era and positioned it in a broad international context, which enabled participants to have a more comprehensive understanding about this discipline.

In the first session, some managerial terms and definitions were put forward and discussed. Through guiding students to think about the origins of some prevalent ideas of management, Prof. Kipping indicated that management exists everywhere in our daily lives and should not be only regarded as an abstruse principle.

In the second session, Prof. Kipping used vivid historical pictures and stories to show students the origins and evolution process of management concepts. Students were able to understand how management plays a crucial role in the development process of human society.



The third session discussed the issue of leadership, as well as how management is regarded in different cultural backgrounds. In the second half of this session, four participants gave presentations to show their understanding about some “management trends”, such as “kaizen” and “core competency”.

The final session started with the presentations given by the rest of the participants. After that, last but not least, Prof. Kipping introduced the essence of consulting, which was really helpful for participants on their future career planning.

Although this intensive course was very compact, participants were deeply impressed by the innovative and interesting perspectives about management offered by the lectures as well as Prof. Kipping’s passion and sense of humor.

Multiple Perspectives on Management

by Prof. Matthias Kipping
York University

Zhao Yameng

Master’s Student, Graduate School of Economics

Advanced Econometrics

by Dr. Tatsushi Oka
Monash University

The intensive course entitled “Advanced Econometrics” was delivered by Professor Tatsushi Oka from Monash University. This course aimed to develop familiarity with a wide range of statistical and econometric techniques that have proved to be useful in applied contexts. Theoretical results were developed as necessary and in order to allow students to apply general principles to their own research problems.

The course was composed of several parts, such as simple linear regression, endogeneity problem, nonparametric regression, panel data models, classification tree, program evaluation, DID, LASSO, quantile regression, time series. Prof. Oka lectured on topics with profundity and an easy-to-understand way, and students were encouraged to discuss and ask questions during the class.

To deepen students’ understanding, they were assigned to do problem sets, a term paper (including group presentations), and a final exam. The problem sets could help students master econometric knowledge and computation techniques of STATA or R. And, the term assignment made students apply econometric methods to real data. Students were asked to choose an appropriate topic by each group, and apply the knowledge from this course and other economics courses to analyze data.

Through this course, students could gain a general understanding of many advanced approaches of applied econometrics. Also, this course was helpful for students interested in econometric theory as well, which could provide some ideas of the way in which economists attempt to confront theory and evidence.

After the active group presentations and discussions, this course came to an end. Prof. Oka’s profound knowledge and insightful ideas left a great impression on the students. The students deeply appreciated Prof. Oka’s teaching, and highly praised this course.



Xiran Ren

Master’s Student, Graduate School of Economics

A two-week intensive class, called “Organizational Behavior”, was carried out between July 8th and July 19th. The course was given by Professor Debjani Ghosh, who is from the Indian Institute of Management, Ranchi.

The course had a systematic and all-round introduction to human behavior in organizations and also mentioned the knowledge about how to improve organization’s effectiveness through human behaviors. The course was divided into seven parts, including explanation on the content of attitude, leadership, motivation, organizational culture, perception, personality and emotion. Prior to each class, students were expected to complete readings on various cases. The class not only had a discussion on the definition of each concept, but also used cases, videos and other materials to support and prove it. The first part of the course focused on academic concepts while the second part mainly explained cases such as Bob’s Meltdown, Kramer Pharmaceuticals, Simmons and Taj Hotel, which are all from Harvard Business School.

Organizational Behavior

by Dr. Debjani Ghosh
Indian Institute of Management



One characteristic of Prof. Ghosh’s class is the strong interaction between her and participants, especially during the case study part. For example, Prof. Ghosh used role-play activities. For instance, in the case of Bob’s Meltdown, students were required to play different roles as employer, employee, colleague and so on. Then they made comments on the case from each perspective. This enlightening teaching style aroused the activity and initiative of students, leaving them with a deeper impression and understanding of the knowledge.

In the final class, students participated in a closed-book exam and wrote an essay in a limited time. Through various topics and the detailed, patient explanation by Prof. Ghosh, every student could form a broader opinion on organizational behavior and could apply it in solving realistic problems.

Zuo Anchen

Master’s Student, Graduate School of Economics

From August 25th to August 29th, 2019, the GLOCAL Summer School was held at Erasmus University Rotterdam, the Netherlands, on the theme of “Tastes of the Global City”. As the programme’s name “GLOCAL”, which is a combination of “Global” and “Local”, implied, participants were expected to equip themselves with international perspectives as well as enjoy the local atmosphere through the five-day long experience. Three faculty members from the Graduate School of Economics, Kyoto University, were invited to give lectures during the summer school. And four graduate students also had the opportunity to take part in this programme.



Four lecture days had different themes, which were “Art”, “Food”, “Fashion” and “Music”. In each panel, lecturers with various academic backgrounds demonstrated their viewpoints surrounding the common theme. During panel discussion, students could ask questions and share their own viewpoints with the lecturers, which was very helpful for students to improve their ability of divergent thinking.

Besides lectures, two city tours were organized for participants to have a deeper insight into the city. One was about the art in the public space. Another one was about local beverage production and branding. Through these tours, students had deeper understanding about the creative industry and the beverage industry which both play significant roles in the Dutch economy.

On the last day, students presented a pitch for their policy recommendation for the future of the cultural economy of Rotterdam as a team assignment. And the winning group, as the award, were able to present their pitch in the city hall, which was an unforgettable and impressive ending for the summer school.

Zhao Yameng

Master’s Student, Graduate School of Economics

“Study Abroad & Employment” Seminar held at the Faculty of Economics (2019/10/9)

and Kyoto University’s participation in the GLOCAL program a strengthening of the relationship between the two universities is anticipated.

In the first half of the event, Drs. Baele gave a profile of Erasmus University Rotterdam and its internationalization efforts, which was followed by a description of the aforementioned GLOCAL program provided by Prof. Ben Wubs. Next, speakers from Kyoto University gave an outline of the various study abroad programs available to students and emphasized how a period of study overseas enhances employment prospects. This was followed by two talks on the GLOCAL program experience, one by a graduate of the program and another by a student of Kyoto University who participated in the GLOCAL program’s summer school. The first half of the event was closed by a talk given by a graduate of the Faculty of Economics, Kyoto University, who now works for an internationally active Japanese company. This talk focused on the kind of human resources that such companies are actively trying to recruit and it was clear that companies value highly the kinds of international capabilities that overseas study experiences can foster. In the second half of the event, short “mock” lectures were delivered by faculty members and graduates from both Kyoto University and Erasmus University Rotterdam. These were followed by a lively and enjoyable discussion between participants.

The Faculty of Economics and Graduate School of Economics of Kyoto University aim to further their internationalization efforts for the benefit of students.



Ai Hisano, Senior Lecturer

Steven Edward Ivngs, Senior Lecturer
Graduate School of Economics

AGST Top Global Course

It is a pleasure to announce that 12 students completed the AGST Top Global Course on September 24, 2019. They come from the Graduate School of Economics (7 students) and the Graduate School of Letters (5 students). This brings the total number of students that have completed the programme to 20 since it was launched in March 2017. More information about this programme can be found



The Joint Master Degree Program in Transcultural Studies in Kyoto University was established in October, 2017 through the collaboration between the Graduate School of Letters of Kyoto University and the Heidelberg Centre for Transcultural Studies (HCTS) of Heidelberg University. While Heidelberg University accepted five first students in October 2017, Kyoto University started from one student in April 2018. The program welcomed second batch of three new enrollees in Kyoto in April 2019. As of July, 2019, the program has fourteen students in both universities. After fulfilling all academic requirement in both universities, five students from the first batch from Heidelberg University submitted their MA thesis last July and were awarded a Master of Arts degree jointly by both universities, by the President Yamagiwa Junichi of Kyoto University. This was the first time to award a Joint Master Degree Program in the fields of Humanities and Social Science in Japan.

The submitted thesis titles include “Anarchism in Japan,” “Demographic Change in Japan,” “World War Two Mobilization in Japan,” “Japanese Art and Modern Painting in China,” and “Memory and Contemporary Art in Japan,” all of which were founded on wide coverage of East Asian philosophy, society and art.

Joint degree students in Heidelberg University stay in Heidelberg University for the first year in Heidelberg and latter one year in Kyoto University. The first batch students from Heidelberg resided in Kyoto from the third semester of the program. To complete the required credits, the program requires students to study in Japan for one semester for six months, followed by one year of study in Germany, and in Japan again from October for the final semester. Therefore, students of this Joint Degree Program spend MA thesis writing in Kyoto.

As the submitted thesis shows, students are working on various issues. To cover the wide coverage, three study foci are offered, all representing the disciplinary and conceptual framework on the Transcultural Studies program rests: namely “Knowledge, Belief and Religion” (KBR), such as philosophical encounters between Asia and Europe, philosophy of science and engineering, “Society, Economy and Governance” focus (SEG) including concepts and methods of migration studies, development and agriculture studies or gender and sexuality in Asia, and last focus of “Visual, Media and Material Cultures” (VMC) such as art, film and digital media in East Asia and literary discourses and modernity in Asia.

To assist more convenient entrance system, the School of Letters has been reviewing its entrance examination. We do hope many students will enroll in the program and have great transcultural educational and academic experience in both universities for further academic and personal growth.

First graduation ceremony in Joint Master Degree Program in Transcultural Studies at Kyoto and Heidelberg University (2019/9/24)



First graduation ceremony in JDTS

Report from the GSL

The 12th Next-Generation Global Workshop (2019/10/25-26)

The 12th Next-Generation Global Workshop (NGGW) with the theme “Inequalities” will be held on October 25th and 26th 2019 organized by Kyoto University Asian Studies Unit, Graduate School of Letters. NGGW has been held annually to provide an opportunity for early-career scholars to present their research and to have feedback from an international audience. It has proved to be a pleasant and effective way for capacity building through mentorship of professors from different universities in different areas of the world. It has also provided invaluable opportunities for all participants to learn from their fellow participants with different perspectives and to deepen the understanding of various social phenomena in the

world, particularly in Asia. Ultimately, the NGGW has served as a forum for scholars of different generations from various regions to build a common academic foundation by redefining Asia in the global context.

The 12th NGGW focuses on “inequality” as its theme. Inequalities, in simple terms, are the gaps between different groups, viewed from economic, social, legal, political, symbolic and cultural perspectives, among others. The groups compared may vary in terms of gender, race, ethnicity, age, place of origin, sexual orientation, disability, social class, educational achievement, religion, caste, and so on.



The 12th Next-Generation Global Workshop

This time, the students share their research in 6 students’ sessions, “Ethnicity and Inequality”, “Inequalities and Ethics”, “Colonialism, Post-colonialism and the World”, “Religion, Caste and Gender”, “Gender and Power” and “Sexual and Domestic Violence”, and professors provide their comments on the papers presented in the sessions. Professors also share their own research in “professors’ roundtable” as the new attempt from this time.

Wako Asato
Associate Professor, Graduate Schools of Letters

Concentration and Power in the Food System

by **Dr. Philip Howard**
Michigan State University

From July 9th to 16th 2019, an intensive course was taught by Dr. Philip Howard from the Department of Community Sustainability, the College of Agriculture & Natural Resources, Michigan State University, USA. The course was titled "Concentration and Power in the Food System". During the 4-day course, Dr. Howard used a lot of examples and graphs to let us know clearly how power works and shapes today's food system. We explored different industries to see power as capital, and how it affects policy and our normal life.

At the first class, Dr. Howard used a graph of agriculture treadmill to explain what problems exist in today's food producing. Taking seeds as example, when we try to buy seeds from a seed company, the ability of saving seeds will be lower, and the needs of purchasing seeds will increase. This kind of circulation can be seen in every step from farming and processing to distribution and consumption. And it's no doubt that it makes markets for food related products, like agricultural inputs, food processing and groceries, become more consolidated and concentrated.



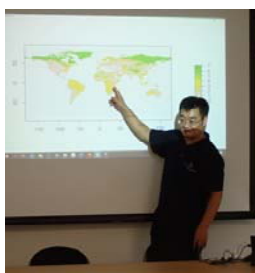
Then Dr. Howard introduced the examples of meat, beer and retail, wholesale industries to show how these companies put their own interests and power (especially power) first, and neglect social and environmental responsibility. This leads to lots of problems: foreign workers are hired in very bad work conditions, farmers are unable to decide their on-farm price, some products are made without any consideration of health, and so on. However, even if we try to boycott these products, it is hard for us to find products not produced by international food companies in normal shops. It is very amazing that famous food companies like Nestle and Unilever own more brands than we think.

Facing these kinds of crisis, alternative movements have emerged around the world. And how these international food companies have reacted to these movements was discussed in the last part of this course. Dr. Howard used fair trade and organic food as example to explain the reaction of these companies. To meet the expectation of consumers, they really engage in these movements, while the engagements only make up a little part of their product. They use the way of "fair-wash", which means that they persuade their consumers they are socially responsible through joining a little part of alternative movements. Nonetheless, the way they run their business and the thing they permit don't change.

After joining this course, we became able to see more clearly how our diet life is controlled by a small number of international food companies. If we want to make some change, it is necessary for us to know real truth in all parts of the food system nowadays.

Lin Wanting
Master's Student, Graduate School of Agriculture

From July 29th to August 1st, Prof. Xiaohua Yu, from the Chair of Agricultural Economics in Developing and Transition Countries at the Department of Agricultural Economics and Rural Development, the University of Göttingen, gave us an impressive and interesting lecture about food, nutrition in developing countries. The course was entitled "Food, Nutrition and Poverty in Developing and Transition Countries". The objective of this intensive course is to help students understand concepts and methodologies to estimate the nutrition demands, and the issues related to nutrition and poverty issues in developing and transition countries.



Food, Nutrition and Poverty in Developing and Transition Countries

by **Prof. Xiaohua Yu**
University of Göttingen

Firstly, Professor Yu introduced the research frontier with regard to agriculture and nutrition. More specifically, he talked about some recent developments of applying big data and multiscale data in nutrition research. For example, Prof. Yu showed that the linkage between soil and nutrition could be identified by employing the satellite data which indicates soil quality. In addition, he introduced how machine learning was incorporated in research with regard to nutrition. He also discussed about the potential impact of Artificial Intelligence on the society and economic policy.

Secondly, Prof. Yu elaborated the background of hunger, malnutrition and poverty in developing countries, as well as the Sustainable Development Goals in cope with food shortage advocated by Food and Agriculture Organization (FAO).

Thirdly, Prof. Yu taught several methods that can be utilized to evaluate nutrition demands. He especially explained the framework and advantages of applying Engle ratio in nutrition and welfare research. To enhance our understanding, Prof. Yu also demonstrated some empirical analysis on nutrition that employed Engle ratio by introducing some research papers.

In order to confirm our understanding, we were assigned to participate a final exam on the last day. In a nutshell, this intensive course was helpful to students. Through this course, the participants improved their understanding of the research frontier and main methodologies utilized in the literature on food, nutrition and poverty.

Junyan Tian
Master's Student, Graduate School of Agriculture

AGST Spotlight Interview

Mr. Edward Clarence-Smith

Senior Advisor to intergovernmental institutions and the private sector to promote green industry and former UNIDO regional director

In October 2019, the Graduate School of Economics (GSE) invited Mr. Edward Clarence-Smith for the fourth year to give a two-week lecture course entitled “Sustainable Industry Development.” This course is an AGST international collaborative course and has attracted master’s and doctoral students from the Graduate School of Economics and the Graduate School of Management.

At the end of the course, we asked Mr. Edward Clarence-Smith a few questions.

Q1: What was the focus of your course this year?

Mr. Clarence-Smith: Every year I have given this course, I have been shifting from focusing narrowly on the sustainable development of industry to seeing this phenomenon as part of a broader move towards sustainability in the wider economy. Industry alone cannot become sustainable, the economy as a whole must become so. That is why the concept of Circular Economy has become so important in the course; it was a strong focus this year.

Q2: What were some of the highlights of the course? For example, interesting questions posed by students, concerns raised, topics discussed?

Mr. Clarence-Smith: The design of sustainable “green” products led to a lot of discussion. Not only is this a key to making economies go circular, it is also a topic that touches the students personally. All of us purchase and use products. All of us see the wastage of products. All of us can see how the design of a product can both encourage and discourage sustainable behavior.

Q3: In a nutshell, what is a “circular economy”? What do you think are the main strengths and weaknesses? How is it significant today?

Mr. Clarence-Smith: A circular economy is one in which the materials which we use are continuously reused and recycled – materials go “round in circles”. But, at the same time, it is also one where the amount of materials is minimized. We can do this by “dematerializing” our economies by substituting physical products with services and software solutions. We can also do this by increasing the efficiency with which we use those materials which we still use. We can cut out unnecessary wastage, of course, but we can also intensify our use of materials, squeezing out every unit of use from them, though, for instance, shared use. A circular economy is also one where we extend the useful lifetime of materials in the economy, by increasing second-hand use, for instance, or by maintaining, repairing and refurbishing our products. Industry is a very important actor in this, but not the only one.

The main strength of the circular economy concept is that it gives us a socially-acceptable pathway to the development of economies which can continue to increase the well-being

of their citizens while keeping the environmental impacts caused by our use of materials within sustainable bounds. Of course, it is not an answer to all our environmental woes. For instance, for a circular economy to be truly sustainable, it must be based on a complete transition to the use of renewable energy. That transition must take place in parallel with the transition to circular economies. Also, the current theoretical frameworks for circular economies do not deal very well with the pressing problem of material toxicity. It is not just the amount of materials that we need to reduce, it is also their toxicity.

It is still early days for the circular economy concept. Governments are only really beginning to get to grips with it. The same is true for the private sector, where management is looking at what circular economies might mean for their business. But I expect there to be a distinct quickening of the pace over the next five years.

Q4: Looking back on your career in sustainable development, do you think the companies and institutions that you have been working with have been moving in the right direction, i.e. they are increasingly serious about the issues and addressing them?

Mr. Clarence-Smith: I think that the industrial sector is, in general, increasingly committed to addressing the issues surrounding sustainability, even if the news does not always portray that. We have to keep in mind that the stories of the companies which have made good progress mostly do not get told. So, I think the overall trend is going in the right direction.

Q5: Looking ahead, are you optimistic or pessimistic that the world will meet most of the Sustainable Development Goals?

Mr. Clarence-Smith: I think there is a good chance that we will meet many of the socially and economically-oriented SDGs by 2030. I am much less sure of that for the environmentally-oriented SDGs.

Q6: A last word for your students. Any advice for those of them who will be in the job market soon?

Mr. Clarence-Smith: I think “sustainability” will be an increasingly important element in the job market over the coming decades. This will happen in all sectors of the job market, because sustainability covers all aspects of the economy and of society. So, I think a specialization of some form in sustainability – whether it is obtained on-the-job or during a later break from the job market – will be a useful addition to a student’s CV.

But I also hope that one message my students have taken away from my course is that whatever job they do, whether it be in the public, private, or social sphere, they should always look for ways to make their work more sustainable.



Tsilavo Ralandison
AGST Project-specific Senior Lecturer