



AGST Newsletter

Autumn/Winter 2018

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Inclusive Rural Development

by Prof. Bettina Bock
Wageningen University



This intensive course is called Rural Inclusive Development and it was delivered by Professor Bettina Bock from Wageningen University in the Netherlands. There were four sessions in this intensive course. The structure of each session was that the professor gave a two-hour lecture, which was followed by a one-hour discussion session based on the reading materials related to the session. In this intensive course, students learned about the main ideas regarding the difference in rural development between high-income and low-income countries. However, the difference in rural development existed not only between countries, but also within a country. Therefore, in this course, students discussed the ideas and perspectives on marginalisation, peripheralisation and politics for rural developments.

In the first session, students focused on current urbanisation trends that lead to rural marginalisation. In this session, students learned about the current global trends of urbanisation and became more familiar with the concept of urbanisation and marginalisation. Students also learned about rural inward and outward migration as well as the importance of the mobility between urban and rural areas.

In the second session, students focused on people's daily life in marginal rural areas. In this session, students were asked to consider the question 'What does marginalisation mean for rural residents and how does marginalisation interact with social exclusion?'. The students looked at this question from the perspective of the residents who live in the rural areas. The readings for this session helped the students to understand the concept of territorial cohesion and differences between groups.

In the third session, the lecture focused on the issue of peripheralisation. In this session, students gained an understanding of the difference between peripheralisation and marginalisation. Although these two terms are similar, their intrinsic ideas are different.

In the final session, students discussed rural development from both exogenous and endogenous perspectives. The main question used for the final session was 'What can counteract marginalisation and promote inclusive rural development?'. Students learned that rural development could be done using different approaches. There was no best way among these approaches; however, the combination of exogenous and endogenous approaches might be important and make it possible to increase the efficiency of rural development.

The atmosphere of each session was lively and the students talked with Professor Bock and asked questions actively. To complete the course, students were asked to submit two short essays based on the materials and readings discussed in class. As someone who participated in the course, I think that writing these essays was useful, as it helped me to understand the main idea of the session better and examine various perspectives of different scholars working on rural development issues. I strongly recommend that students who are interested in rural development in the context of globalisation take this course.



Vivian Kimura

Master's student, Graduate School of Economics

Professor Matthias Kipping, from the Schulich School of Business at York University, offered a course titled "Multiple Research Perspectives on Management". This intensive course provided an overview over how scholars have approached "management" as an object of academic inquiry. Rather than imposing a single definition, this course examined the diverse ways that researchers have conceptualized and studied this multifaceted phenomenon.

This four-day lecture was composed of seven sections, which provided a systemic and chronological approach to research the concept "management". Firstly, Prof. Kipping explored the linguistic terms "management" and "manager" and their evolution over time and space. Meanwhile, the class attempted to define the concept "management" by themselves. Secondly, the course tried to research on the evolution of management as being contingent on the changing forms of organizations. Thirdly, the discussion tended to see management as a specific social class in terms of their broader economic, societal and cultural influence. Fourthly, Prof. Kipping introduced the literature on the history of management thought by discussing a range of the prevalent approaches and their underlying assumptions. Fifthly continuing after the fourth section, the class researched on the rapid succession of management fashions and how these were identified and traced. Then, in the last two sections, the class examined more details of the "fashion setting communities", and summed up the main insights from the course in terms of the different perspectives on management and their predominant research methods. Through these comprehensive sections, this course gave students a concise but integrated overview of the main perspectives adopted in the extant research on management, including both their development and the current state.



Multiple Research Perspectives on Management

by Prof. Matthias Kipping
York University

Most of the course consisted of active class discussions supplemented with brief lectures from Prof. Kipping. After finishing the lectures, all the participants could obtain various ideas and perspectives regarding management.

Mengxing Yu

Doctoral student, Graduate School of Economics

Advanced Econometrics

by Dr. Tatsushi Oka
Monash University

During the 16-session intensive course, Dr. Oka used theoretical and applied approach to intuitively present a wide range of statistical and econometric techniques which allowed students to apply general econometric theory principles to their research problems. All these techniques are useful and new in applied contexts.

In order to give students in the deep understanding, students were assigned to do problem sets, group presentations, and a final exam. The purpose of problem sets was to get students to deeply understand the econometric theory and apply the techniques with econometric computing by using STATA or R software.

The purpose of the group presentation was to get students to apply econometric methods to real data. Students were asked to make a group of 4. They were asked to select an appropriate topic, then to apply the knowledge from the course and other economics courses in analyzing a current issue and to analyze the data. It was a very challenging task because the students had to make an extension to improve the papers. Many groups made extension by using the knowledge of quantile regression and distribution regression which are advanced techniques nowadays.

All in all, this course was beneficial for students. Unlike other advanced econometrics courses, this course focused more on the application of econometric theory. Also, this course gave students the chance to learn many new and advanced econometric methods in applied contexts. It also provided opportunities for students to exchange with their peers and learn together.

Tsz Kwan Tse

Doctoral student, Graduate School of Economics



Professor Daniel Wadhvani gave a three-day course (September 18 – 20) called Entrepreneurship: Evolutionary Approaches where he introduced major concepts, ideas and developments in evolutionary approaches to entrepreneurship. It involved lectures, case studies and individual presentations.

On the first day, Prof. Wadhvani started by stating the growing importance of entrepreneurship as a concept, the new viewpoints of entrepreneurial history and some potential contributions on this field.

On the second day, he introduced two case study papers in order to promote students' understanding of the concepts, and how to do research in this field. Students learned and discussed the first case about Thomas Edison and Gramophone, and understood entrepreneurs' creative process, the importance of entrepreneurial stream and economic change, considering failure as a step in change to reexamine the process. The second case on Pepsi addressed the dual role that a social movement organization can play in altering organizational landscapes.

On the last day, each student had an opportunity to present his/her research and their own comprehension on this discipline and receive valuable comments from Prof. Wadhvani and fellow students.



Prof. Wadhvani's lectures not only helped students understand the concepts, but also exposed students to some interesting themes on entrepreneurship and made them understand how to write a paper in this field, which is important for those students who want to be involved in this area of study.

Rui Shi

Doctoral student, Graduate School of Economics



Entrepreneurship: Evolutionary Approaches

by Prof. Daniel Wadhvani
University of the Pacific

Report from GSE

The Erasmus Summer School, which lasted from August 27th to September 1st, was held at the University of Gottingen by the GLOCAL programme.

During the ten sessions, we learned about family capitalism in European countries, the Germany multinationals in the global market, and family businesses in Asia and Latin America.

In addition to in-class work, all the participants had the opportunities to visit two famous German companies, such as Sartorius AG and Mast Jagermeister. These field trips made us gain a deeper understanding about how they could achieve success on the international stage.

On the last day, we attended some presentations that were made by students from the GLOCAL programme. They were very impressive and inspiring.



Mengxing Yu (D2), Zhao Yameng (M2)

The 11th NGGW with the theme “Self, Others and Community” will be held on November 10th and 11th 2018 organized by Kyoto University Asian Studies Unit, Graduate School of Letters. The theme of self, others and community are closely interwoven with each other which appears differently from one society to another, and one era to another. In the workshop, we will explore how those ideas are formed and interrelated one another in a given social and historical setting, from the viewpoint of philosophy, sociology, literature and other disciplines in humanities and social sciences. We will also emphasize Asian perspectives on those ideas, though not excluding any other regions.

The 11th Next-Generation Global Workshop

“Self, Others and Community”
(2018/11/10-11)

Over millennia, philosophers have asked what self is, how we can know the existence of others and what community we ought to build, for instance. Some philosophers advocate an individualistic view, according to which an individual self exists without knowing others, and only after we come to know each other, we go on to form our community. But others tried to overturn such order, claiming that community and knowledge of others are constitutive to formation of our selves. We will raise those and other questions regarding the three key ideas, consulting various philosophical traditions contemporary and classical, and in the East and the West.



The 10th Next-Generation Global Workshop

In the course of history, cultural practices such as literature and art have transferred the described conditions concerning self, others and community into the realm of imagination. In accordance with the rise of print capitalism in modern society in the West, literary works started to offer ideal examples of self-image of Christian white heterosexual males, while figures of cultural or ethnic others (Jews, Muslims, Orientals, Asians, Africans, so-called barbarians, women, homosexuals etc.) in the same books presented negative counterparts of those ideals. This binary model (self/others), prepared and practiced by activities in small communities such as reading circles and salons, contributed to the formation of larger (imagined) communities such as nations or religious groups. Whether we can find alternatives to this model somewhere (for example in Eastern traditions) or not is an open question which we might well discuss in our workshop.

The three concepts of self, others and community also play key roles in the studies of societies. Some disciplines, such as economics and psychology, are based on a more individualistic view, and others, on a more communitarian view of the society. In the recent decades, the individualistic view is increasingly more dominant in accordance with the expansion of the global market. The transformation of the welfare state in discourse and reality is a most visible example. Interestingly, the Eastern welfare states are said to be less communitarian than their Western counterparts. On the other hand, the search for adequate theories to involve others can be found in various contexts. Care of others has been established as a subject of social studies. Who are “we” to be protected by the community and who are others to be excluded is a serious political issue in the age of globalization.

The 11th NGGW presentations are grouped into fourteen sessions and forty-one early-career scholars from ten societies plan to present their research and receive feedback from international scholars including AGST’s project professor.

The Next-Generation Global Workshop (NGGW) has been held annually since 2008 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 issues 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.

Report from GSL

The Five students from Heidelberg University under Joint Degree of Transcultural Studies arrived in Japan for the first time in September and they started the first semester in Kyoto. After the reception of authorization from the Japanese Ministry of Education to establish a joint degree program in Transcultural Studies, Division of Transcultural Studies accepted its first one student last April, who left for Heidelberg at the end of August. Five JD students from Heidelberg have their own research plan while in Kyoto. Their topics of interests vary such as Demographic Change of Rural Japan, Anarchism in Modern Japan and so on. The students will stay in Kyoto for one year and submit one MA thesis to both universities. If they are successful, they will receive one diploma under both universities.



Justice and Tyranny: Mobilizing Rural Sociological Imaginations

by Prof. Keiko Tanaka
University of Kentucky

From June 11th to 15th 2018, an intensive course was taught by Prof. Keiko Tanaka from the Department of Community & Leadership Development, University of Kentucky, USA. The course was titled "Justice and Tyranny: Mobilizing Rural Sociological Imaginations". During the 4-day course, Prof. Tanaka led a deep discussion of justice and tyranny in rural social and agri-food system from different aspects. The discussion began with two questions: What is Justice and Tyranny? Does Tyranny still exist today?

When we tried to define justice, we found that once the perspective changes, the meaning of justice will also transform accordingly. Besides, we also realized that even though colonies were considered to be extinct in current era, tyranny still existed in this world and it

came in multiple forms. It can always be seen in vulnerable groups, especially while viewing environmental and food issues. Prof. Tanaka used the examples of the coal industry in West Virginia to explain how tyranny worked. According to West Virginia's industrial history, coal industry was controlled by a big company. Not only the industry, but also education, amenities, even currency were under that company's management/ control. Even though coal industry has made citizens' life, environment, economy and health worse, the citizens still considered coal to be the source of their cultural identity. Although someone might think that the coal company provided a lot of jobs, the company, in fact, used dependent economy and education to restrict their mobility and to limit other chances in their lives. This would be considered as a kind of tyranny, and the vulnerable groups in this case were mostly non-white people, which suggested that tyranny frequently works with racial capitalism.

In addition, tyranny is also available to be seen in agri-food system. Prof. Tanaka led us to think whether we have a lot of choices in today's supermarket or not. It seems that consumers have the power to decide what to buy since there are so many products for people to choose from. However, if you think carefully, you will find that most of the produce you see belongs to famous agri-food companies like Nestle, Coca-Cola, Pepsi... and so on. Therefore, the questions circled back: do we really get the chance to choose what we want to eat? Is our freedom of choice still controlled by a small number of companies?



At the end of this course, Prof. Tanaka asked us to present how tyranny might work in our own research. And she also introduced some examples of the power of resilience that upraised from vulnerable groups. This course opened the opportunity for us to think critically about something we take for granted in normal life and how to get the balance between justice and tyranny.

Lin Wanting
Master's Student, Graduate School of Agriculture

The intensive course titled "Agricultural Coops Governance and Performance: The Case of French Agricultural and Wine Cooperatives" was held on July 12th and 13th 2018 taught by Dr. Louis-Antoine Saisset from Montpellier SupAgro.

The objective of this class was to understand the roles, structure, and management of cooperatives in order to properly assess their performance. Dr. Saisset is a highly-experienced professor who has previously managed a French agricultural cooperative.

On the first day, we received a brief overview of the research history of coops, and how they are governed. Cooperatives are one type of association which seeks to achieve collective action and fulfill members'



social, economic and cultural needs. Although the international principle for coops, declared by the International Co-operative Alliance, is about being democratic, independent, open, and voluntary organizations, the roles and performances of cooperatives vary from place to place. To understand their governance, due to their complex management structure, approaches from different aspects, such as economic, network and stakeholder perspectives are needed.

On the second day, the lecture focused on French agricultural/wine cooperatives. French agricultural cooperatives are shrinking in number due to repeated mergers and acquisitions. However, they still hold a strong influence on national agriculture with a turnover of approximately 86 billion euros in 2017. French wine coops represent around 50 percent of French wine production. Because they can organize many small producers, they are able to achieve a stable supply and high quality of French wine production. French agricultural and wine coops are both confronted with a globalized economy, so that good management and development skills are required.

After learning briefly about the background, history, and economic situation of French agricultural cooperatives, we concentrated on how these cooperatives are evaluated. Similarly to the governance, various financial indicators are adopted to evaluate coops' performance. During the lecture, some accounting assignments were assigned to prove that the net profit of a coop was much smaller than that of a stock company. This is because a coop's objective is not to gain maximum economic profit, but to maximize return and benefits for coop members. This intensive course was a great opportunity to deepen my knowledge on governance and performance of cooperatives, and furthermore compare France and my country, Japan and their agricultural cooperatives.

Naoko Takahashi
Master's Student, Graduate School of Agriculture

Agricultural Coops Governance and Performance: The Case of French Agricultural and Wine Cooperatives

by Dr. Louis-Antoine Saisset
Montpellier SupAgro

Interview with AGST Project Professors

Dr. Harald Fuess

Professor of Cultural Economic History,
Heidelberg University, Germany

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The Graduate School of Letters at Kyoto University and the Heidelberg Centre for Transcultural Studies (HCTS) at Heidelberg University have established the new major, “Joint Degree Master of Arts Program in Transcultural Studies” since October 2017 as a part of our ongoing cooperation in education and research. Six students have enrolled in this major in April 2018 to take an M.A. degree that is jointly conferred by both partner universities. The enrolled students study one year at their home institution and the other year at the partner institution in this two-year degree program. All students move to their second university from October 2018.

Q1: What do you think about the start of the joint degree program?

Dr. Fuess: Kyoto University and Heidelberg University have been cooperating in training students for almost a decade. We established an official student exchange agreement at the university level and with several faculties and graduate schools so that each year every side can send ten students. Moreover, three different faculties and research institutes at Kyoto University have hired young German scholars from Heidelberg for long-term teaching positions showing that there is serious commitment in building the academic relationship.

The start of the pioneering joint M.A. degree program this year is a logical continuation of our active educational cooperation in the fields of Asian and Transcultural Studies and the first joint degree program in the Humanities and Social Sciences between a Japanese and a European University. For both Heidelberg in Germany and Kyoto in Japan there is the basic challenge of teaching in the international academic language of English while also establishing the

novel interdisciplinary field of Transcultural Studies. We have seen a huge surge in student demand for the Transcultural Studies M.A. degree at Heidelberg, which now has 125 M.A. students enrolled. One of the reasons for this great and steady student interest in Transcultural Studies are Heidelberg University’s multiple

international partnerships so transculturality is not only a theory but becomes a practice. We expect that at Kyoto University the new Joint Degree will also become attractive over time as knowledge of its existence spreads to more undergraduate students in Japan and overseas.

Q2: Could you let me know about the current situation of Asian Studies and Japanese Studies in Germany?

Dr. Fuess: Contrary to expectation, the demand for Asian Studies has been continuously growing at the undergraduate student level. Within Asian Studies, Japanese Studies still attracts the most students and is likely to do so for years to come. What is changing in Germany is the increasing number of doctoral students in Asian Studies coming from China or India, which also shows in

the increasingly international background of junior faculty members teaching at universities. Asian Studies is still often regarded as a small academic field that studies the exotic cultures of faraway people despite its expansion and academic recognition like the successes in the German excellence initiative with the Heidelberg Cluster “Asia and Europe”. Traditional academic disciplines continue to call themselves “disciplines” while limiting the focus of their investigation to the Western world from which they derive “universal” theories allegedly applicable to elsewhere in time and place. There is an ongoing institutional but also an intellectual challenge to follow the call to “provincialize Europe” to attain a more nuanced worldview at large. One of the key elements is not only to study “Asia” as a passive object but to actively engage more with Asian scholars and people to transform the core disciplines in Germany to include more Asian perspectives in their frameworks.



Q3: Both universities have many levels of academic and educational exchanges such as Hekksagon, exchange agreement at undergraduate level, spring school and joint degree program. Could you tell us what your future perspectives are?

Dr. Fuess: During my next twenty years of employment at Heidelberg University, I want to broaden and deepen the institutional relationship with Kyoto University and the other two HeK-KsaGOn partners Tohoku University and Handai. We have established functioning bilateral ties in the Humanities and Social Sciences with all three institutions and now it goes beyond the initial phase of getting to know each other to one were several related but independent teams work with each other on particular research topics and longer-term projects. We are now especially targeting the middle-age bracket of scholars who are already stakeholders in their respective academic system but still have time to develop their research agenda further. I have been very pleased that several professor from Kyodai were able to come to Heidelberg for several months especially this year and establish multiple connections with scholars, students and staff. We are not yet institutionally able to do real faculty teaching exchanges by which for example a professor from Heidelberg teaches the classes of a colleague in Kyoto and vice versa but with some planning we are able to use our semester holidays wisely to engage in regular joint research conversations across all age ranges.

In the next year or two there are three concrete bilateral tasks that I want to tackle (1) to establish a German-Japanese Graduate Program in Asian and Transcultural Studies to fund a total of 30 doctoral fellowship positions by the DFG and JSPS for about a decade (2) to institutionalize faculty research exchange so that it becomes a regular work pattern and not only dependent on the short-term availability of external funding (3) increase the scope of undergraduate exchange especially so that more Kyodai students come to Germany at an earlier stage of their life since Japan desperately needs more young people with a first-hand international experience.

Wako Asato

Associate Professor, Graduate School of Letters