

デニス・ハーモン 准教授

Master of Science, Education

Dennis Harmon II

✉ dennis.harmon@komatsu-u.ac.jp

研究 Keyword

Decentred Self / Identity / Cross-Cultural Contact / Educational Philosophy

プロフィール

2015年 Temple University, Faculty of Education 修士課程修了

2015年 京都産業大学 全学共通教育センター 講師

2018年 北陸大学 国際コミュニケーション学部 講師

2022年 公立小松大学 国際文化交流学部 准教授

研究分野

Decentred Self / Identity / Cross-Cultural Contact / Educational Philosophy /

Psychoanalysis / Critical Theory

所属学協会

Philosophy of Education Society of Australasia, 一般社団法人大学英語教育学会、日本国際文化学会

専門分野・研究分野

My research focuses on cross-cultural events with the primary subjects of interest being self-construction and the pedagogical implications. In addition, my research looks at cultural institutions and how they interplay with international visitors and society at large.

The first major challenge is understanding identity and self. The core challenge from an educational philosophical standpoint is understanding where and if the self exists. The consensus among philosophers is that the notion of self is a co-constructed concept built through experience in society. Therefore, self is an externality of the subject, and that the construct of the subject is mediated through the stimulus of others and their environment which is outlined in Hegel's early work in the *Phenomenology of Spirit*, and later built on by recognition theorist including Axel Honneth. Existence is only done by the acknowledgement of existence by self and its recognition by others. The subject exists and projects what they will be, and it is filled with the conditions and influences of the society in which the subject exists. Communities are co-created with the formation of rational subjects, and they build a world of reason and justification for their actions and beliefs within their enclave. In these communities and societies individuals have a greater investment in their ideas of self and the camaraderie produced within, and as a result create a narrative that is reproduced to suit the interest to maintain that community.

研究内容

The role of international encounters and experiential learning on student identities with interest in learning and development outcomes.

With greater internationalization and improving interconnectivity of our learning approaches including online programs, student mobility projects (study tours, study abroad, special projects), there are immense opportunities for students to develop an understanding of the world beyond the normal confines of their local communities of practice. My research primarily focuses on international programs, facilitating student opportunities to visit, engage, study and worth with students from other backgrounds. In recent projects, students collaborate with partners and team members from Australia to study and prepare for participation in a Model United Nations conference. This allows students to confront several challenges: developing skills and experience of collaborating with people from different cultural and linguistic backgrounds, developing an understanding of global issues and challenges, and developing strategies to solve these issues through consensus-based negotiations. My research works on observing and theorizing about the identity and belief transformations students go through, while participating in mobility projects and encountering international others.



2018 JEMUN Conference Osaka



シーズ・地域連携テーマ例

- Organizes cross-cultural projects with Students from Australia and Japan
- Trains students to participate in Model United Nations Conferences

論文

- Harmon II, D. & Yoshida, A. 2021. For They Know What They've Done: Desire, Guilt, and the Ethics of Science Fiction in Media. *Hokuriku University Bulletin* 50, pp. 101-116.
- Harmon II, D., Yoshida, A., & Aihara, M. 2020. Three Threads: A Philosophical Dialogue on Modern Social Issues Through Marvel Films. *Hokuriku University Bulletin* 48, pp. 115-135.
- Harmon II, D. 2019. Decentred Hospitality: *Omotenashi* Culture and the Foreign Visitor in Japan. *Hokuriku University Bulletin* 46, pp. 53-70.
- Syquia, J., Harmon II, D. & Giordano, M.J. 2021. Teaching Second Language Learners How to Make Invitations and Refusals Using Preference Organization. *Linguistics International Journal*, 15(2), pp. 1-30.

書籍等出版物

- Harmon II, D. & Dinnen, M. 2019. The Decentred Delegate: Adapting Identity within a Model United Nations Learning Environment. In *Intercultural Mirrors: Dynamic Reconstruction of Identity* (M. Claire & J. Kraven Eds.) (pp. 233-257): Brill-Sense Publishing, Leiden.

講演・口頭発表等

- Aihara, M. & Harmon II, D. 2020. Japan's Sontaku Culture as a Prism of Other-Oriented Self Among Japanese University Students – a Critical Examination of Japanese Culture and Internet Society. *The 19th Japan Society of Intercultural Studies Nation Conference*, Osaka Japan (Paper Presentation).
- Aihara, M., Harmon II, D. & Yoshida, A. 2020. Japan's Sontaku Culture and its Democracy Based on Fake News – a Critical Examination of Japanese Political and Internet Society. *BOBCATSSS 2020*, Paris France (Paper Presentation).
- Harmon II, D. & Kikuchi, H. 2019. Developing Collaborative Narratives Utilizing Online Video Discussion. *The 58th JACET International Conference*, Tokyo, Japan (Talk).

社会貢献活動

- Advisor, Japan English Model United Nations, (2015-Present)
- New Colombo Plan (NCP) Partner (2018-Present)