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## Academic Year (2011–2012)

### Spring Semester

Enrollment ceremony	April 7th
Spring Semester Courses Begins	April 18th
Registration of Course Enrolment	April 18th to 23rd
Spring Semester Courses Ends	July 30th
Summer Vacation	August 1st to September 19th

※ National holidays appointed to run courses are April 29th, May 3rd–5th and July 18th.

### Autumn Semester

Autumn Semester Courses Begins	September 20th
Registration of Course Enrolment	October 3rd to 8th
Anniversary of foundation	November 1st (No class)
School Festival	November 3rd to 5th (No class)
Winter Vacation	December 25th to January 7th
Autumn Semester Courses Ends	January 27th
Makeup Class	July 28th to February 3rd
Graduation Ceremony	March 26th

※ Holidays appointed to run courses are September 23rd (National holiday) and January 17th (Anniversary of University Establishment).

## Academic Credit Requirements

1. Requirement for the completion of the Master' s course are:
  - 1) To earn 40 credits and complete Master' s thesis.
  - 2) To complete courses of "Research Method 1" , "Research Method 2" in the first year and "Research Paper 1" and "Research Paper 2" in the 2nd year instructed by his/her supervisor.
  - 3) In addition to the above, students are required to earn 2 credits at least of the courses instructed by his/her supervisor.
2. The number of maximum credits that can be registered per year is up to 36 credits.

# Courses and Teaching Staff

Courses Title	Credit	Name	Page
<b>Field A (Policy Science)</b>			
Governance 1	2	Kyoko Ryu	7
Governance 2	2	Kyoko Ryu	9
Urban Policy 1	2	Asato Saito	10
Urban Policy 2	2	Asato Saito	12
Public Administration 1	2	Horie Masahiro	14
Public Administration 2	2	-	
Public Policy 1	2	Nobuhisa Taira	16
Public Policy 2	2	Nobuhisa Taira	17
Intergovernmental Relations 1	2	-	
Intergovernmental Relations 2	2	-	
Program Evaluation	2	Yuriko Minamoto	18
Comparative Foreign Policy 1	2	Yuichi Sasaoka	20
Comparative Foreign Policy 2	2	Kensaku Hogen	22
<b>Field B (International Policy)</b>			
Comparative Public Administration 1	2	Kosaku Dairokuno	24
Comparative Public Administration 2	2	Kosaku Dairokuno	26
Comparative Local Government	2	Shigeru Yamashita	27
International Relations 1	2	Yuichi Sasaoka	28
International Relations 2	2	Yuichi Sasaoka	30
<b>Field C (Public Management)</b>			
Public Finance	2	Takafumi Kanemura	32
TQM in Public Sector	2	Nobusato Kitaoji	33
Spatial Planning	2	Yasushi Aoyama	35
<b>Field E (Development Policy and Economics)</b>			
Macroeconomics 1	2	Elena Shadrina	36
Macroeconomics 2	2	Elena Shadrina	39
Microeconomics 1	2	Takashi Yamano	42
Microeconomics 2	2	Takashi Yamano	43
Growth Theory and Developing Countries 1	2	-	
Growth Theory and Developing Countries 2	2	-	
Planning for Macroeconomic Policy	2	Elena Shadrina	44
Quantitative Analysis of Economic Policy 1	2	-	
Quantitative Analysis of Economic Policy 2	2	-	
Fiscal Policy and Development	2	-	
International Economics and Finance	2	Akio Kagawa	47
International Investment	2	Masahiro Yamamoto	48
Economic Cooperation 1	2	Takuji Kameyama	50
Economic Cooperation 2	2	Ayako Nomoto	53
Government and Politics in Middle East and Africa 1	2	Yuichi Sasaoka	56
Government and Politics in Middle East and Africa 2	2	Yuichi Sasaoka	58
Politics and Economics in East Asia 1	2	-	
Politics and Economics in East Asia 2	2	-	
Politics and Development 1	2	Yumi Horikane	60
Politics and Development 2	2	Yumi Horikane	61
Economic Development 1	2	Lau Sim Yee	63
Economic Development 2	2	Lau Sim Yee	64
Japanese Economy in International Environment 1	2	Etsuko Katsu	65
Japanese Economy in International Environment 2	2	Etsuko Katsu	67
<b>Field F (Environment and Community Policy)</b>			
Environmental Policy 1	2	Thomas E. Jones	69
Environmental Policy 2	2	Thomas E. Jones	72

Courses Title	Credit	Name	Page
Environment and Economics 1	2	Kosuke Ninomiya	75
Environment and Economics 2	2	Kosuke Ninomiya	77
International Law of Environment 1	2	-	
International Law of Environment 2	2	-	
Urban Management and Environment	2	-	
Resource Management	2	-	
Environmental Assessment	2	Thomas E. Jones	79
Community Policy and Management 1	2	Rosario Laratta	82
Community Policy and Management 2	2	Rosario Laratta	84
Regional Planning 1	2	Junichiro Yabuta	88
Regional Planning 2	2	Junichiro Yabuta	89
Community Development and Industrialization 1	2	Junichiro Yabuta	90
Community Development and Industrialization 2	2	Junichiro Yabuta	92
Human Resource Management	2	Makoto Nagahata	93
Social Development 1	2	Rosario Laratta	95
Social Development 2	2	Rosario Laratta	97
NGO/NPO Study 1	2	Makoto Nagahata	101
NGO/NPO Study 2	2	Makoto Nagahata	103
Crisis Management 1	2	Kazuyuki Sasaki	105
Crisis Management 2	2	Kazuyuki Sasaki	107
Crisis Management and Public Administration 1	2	Keisuke Tsukada	109
Crisis Management and Public Administration 2	2	-	
Crisis and Contingency Management	2	Kazuyuki Sasaki	111
Crisis Management and Leadership	2	Kazuyuki Sasaki	112
Disaster Recovery and Rehabilitation	2	Kae Yanagisawa	114
Risk Management	2	-	
<b>Field G (Applied Policy Studies)</b>			
Policy Study VII-F Regional Development in developing countries	2	-	
Policy Study VII-I Japanese Business Management	2	Hiromune Ishii	116
Policy Study VIII-E Risk Management Policies	2	-	
Policy Study VIII-F Public Administration and Risk Management	2	-	
Policy Study VIII-I Education for Crisis and Contingency Management	2	Shigeru Yamashita	118
Policy Study IX-D Local Government in Japan	2	Shigeru Yamashita	119
Policy Study XI-A Human Resources Development in Local Government	2	Shigeru Yamashita	120
Policy Study XI-B Introducing Spatial Planning in Tokyo	2	Yasushi Aoyama	121
Policy Study XI-C Introducing TQM to Public Sector	2	Nobusato Kitaoji	122
Policy Study XI-D Tax Policy and Tax Administration	2	Takafumi Kanemura	124
Policy Study XI-E Community Participation in Policy Formulation	2	Yuriko Minamoto	125
Environmental Policy and Community	2	-	
Information Management and Crisis	2	-	
<b>Field H (Practical Seminars)</b>			
Research Method 1	2	Yasushi Aoyama	127
Research Method 1	2	Takafumi Kanemura	128
Research Method 1	2	Kyoko Ryu	129
Research Method 1	2	Nobusato Kitaoji	130

Courses Title	Credit	Name	Page
Research Method 1	2	Shigeru Yamashita	131
Research Method 1	2	Yuriko Minamoto	132
Research Method 1	2	Kazuyuki Sasaki	133
Research Method 1	2	Rosario Laratta	134
Research Method 1	2	Yuichi Sasaoka	136
Research Method 1	2	Makoto Nagahata	138
Research Method 1	2	Thomas E. Jones	139
Research Method 1	2	Elena Shadrina	141
Research Method 2	2	Yasushi Aoyama	144
Research Method 2	2	Takafumi Kanemura	145
Research Method 2	2	Kyoko Ryu	146
Research Method 2	2	Nobusato Kitaoji	147
Research Method 2	2	Shigeru Yamashita	148
Research Method 2	2	Yuriko Minamoto	149
Research Method 2	2	Kazuyuki Sasaki	150
Research Method 2	2	Rosario Laratta	151
Research Method 2	2	Yuichi Sasaoka	153
Research Method 2	2	Makoto Nagahata	154
Research Method 2	2	Thomas E. Jones	155
Research Method 2	2	Elena Shadrina	157
Research Paper 1	2	Yasushi Aoyama	159
Research Paper 1	2	Takafumi Kanemura	160
Research Paper 1	2	Kyoko Ryu	161
Research Paper 1	2	Nobusato Kitaoji	162
Research Paper 1	2	Shigeru Yamashita	163
Research Paper 1	2	Yuriko Minamoto	164
Research Paper 1	2	Kazuyuki Sasaki	165
Research Paper 1	2	Rosario Laratta	166
Research Paper 1	2	Yuichi Sasaoka	168
Research Paper 1	2	Makoto Nagahata	169
Research Paper 1	2	Elena Shadrina	170
Research Paper 2	2	Yasushi Aoyama	173
Research Paper 2	2	Takafumi Kanemura	174
Research Paper 2	2	Kyoko Ryu	175
Research Paper 2	2	Nobusato Kitaoji	176
Research Paper 2	2	Shigeru Yamashita	177
Research Paper 2	2	Yuriko Minamoto	178
Research Paper 2	2	Makoto Nagahata	179
Research Paper 2	2	Elena Shadrina	180
Social Research Method	2	Aki Yonehara	182
Speech, Presentation and Performance	2	James C. HOUSE	184



**Major Objectives of the Course:**

The purpose of this course is to take a basic view of governance in international context. The last twenty-five years have witnessed a transformation of the state in many industrial democracies. This transformation is described as one from government to governance, that is, bureaucracy to markets and non-profit private networks. The term governance is not new, but now it is used to capture this new pattern of governing. This course will examine governance by looking at some different aspects of it, although the concept is still slippery. The course will begin to deal with factors caused to change government's role. The class will examine the impact of a New Public Management and its implication for the society. Upon completion of this course, students will be able to understand what is governance, how should we explain its emergence, what are its implications for public policy and democracy. In the class, comparative analysis is highly valued. Therefore students are encouraged to contribute to the class discussion by bringing out the similar examples or cases of the country they are from. The class also stresses writings and students are required to present some papers occasionally.

**The Gist of the Lecture:**

A. What is governance?

Various concepts Historical background of appearance of governance  
—from government to governance—

B. The broad concept of governance (including C)

What is the good governance?

—all aspects of public policy processes—  
implication for democracy  
—malfunction of representative democracy—  
relationship with ideologies (what is publicness?)  
—neo liberalism, neo conservatism, libertarianism—

C. The narrow concept of governance (technical)

What is the new public management (NPM)?

—concept and practice—

What is the public private initiative (PPP)?

—concept and practice—  
implication for the public policy Presentation from students every student present one's report about a topic they are interested in the most.

**Suggested Readings:**

Bevir, M. (ed.), *The Sage Handbook of Governance*, SAGE, 2011.

Christensen T et al. (eds.), *The Ashgate Research Companion to New Public Management*, Ashgate, 2011.

Ashworth, R. Boyne, G. and Entwistle, T., *Public Service Improvement – Theories and Evidence –*, Oxford u.p. 2010.

Walker, R., Boyne, G. and Brewer A., *Public Management and Performance*, Cambridge U.P. 2010.

- Bell, S & Hindmoor, A. (2009), *Rethinking Governance : The Centrality of the State in Modern Society*, Combridge. U.R.
- Laegried , P. & Verhoest, K. (eds.), (2010), *Governance of Public Sector Organizations : Proliferation, Autonomy and Performance*, Palgrare Macmillan.
- Osborne, S. (ed.), (2010), *The New Public Governance ? : Emerging perspectives on the theory and practice of public governance*, Routledge.
- Dooren, W. V., Bouckaert, G., & Halligan, J., (2010), *Performance Management in the public sector*, Routledge.
- Donahue D. & Zeckhauser, (2011), *Collaborative Governance: Private Roles for Public Goals in Turbulent Times*, Princetou u.p.
- Pierre, J. ed.,(2000), *Debating Governance*, Oxford University Press.
- Kettle, D. F., (2002), *The Transformation of Governance: Public Administration for Twenty-First Century America*, The Johns Hopkins U. P.
- Peters, G.B. and Pierre, J. eds., (2004), *Politicization of the Civil Service in Comparative Perspective*, Routledge.
- Hood, C.C., (1991), "A Public Management for All Seasons?", *Public Administration* vol.69.
- Bovaird, T. and Loeffler E., eds., (2003), *Public Management and Governance*, Routledge.
- Kooiman, J., (2003), *Governing As Governance*, Sage Pubns.
- Ingraham, P. W., (2003), *Government Performance: Why Government Matters?*, John Hopkins U.P.
- Lynn L. E., (2005), *Public Management Old and New*, Routledge.
- Hood, C. C. and Lodge, M., (2006), *The Politics of Service Bargains*, Oxford U.P.
- Boyne, G. A, Meier K. J., O'Tode, L. J., & Walker, R. M. eds., (2006), *Public Service Performance: Perspectives on Measurement and Management*, Cambridge U.P.

### **Major Objective of the Course:**

The purpose of this course is to take a broad view of governance in Japan, comparative, and international context. Japan is not an exception of the transformation from government to governance, that is, bureaucracy to markets and non-profit private networks. First, the class will begin to deal with historical and institutional factors caused to change government's role in Japan, including electoral system, party politics, policy making, administrative reform and so on. Second, the course will explore the evolving pattern of governance of Japan. In Japan, sub-national governments precede national government to introduce New Public Management at the early stage, and a transformation of the state has begun late in advanced industrial democracies. Third, the class will also examine the contents of Japanese governance in comparative, and international context. Students are encouraged to contribute to the class discussion by bringing out the similar examples or cases of the country they are from. The class also stresses writings and students are required to present some papers.

### **The Gist of the Lecture:**

A. Historical and institutional background of the transformation in Japan.

—institutions of Japanese Government—

—changing socio-economic conditions—

B. Characteristics of Japanese Governance

—concept and practice—

Presentation from students every students are expected to have a presentation about a topic he/she chose.

### **Suggested Readings:**

Ferdinand, P. (2011) *Governance in Pacific Asia : Political Economy and Development from Japan to Burma*. Continuum Intl Pub Group.

Forje, W., (2011) *Perspectives on Democracy and Governance in Africa*, Nova Science Pub Inc.

Berkel, R, V., Graaf, W.D. & SIROVTKA, T. (eds.) (2011), *The Governance of Active Welfare States in Europe (Reconciling Work and Welfare in Europe)*, Palgrave Macmillan.

Hook, G. D., eds., (2005), *Contested Governance in Japan: Sites and Issues*, Routledge.

Mann, T.E., and Sasaki T., eds., (2002), *Governance for New Century: Japanese Challenge, American Experience*, Nihon Kokusai Koryu Center.

Amyx J.A., and Drysdale, P., eds., (2003), *Japanese Governance: Beyond Japan Inc.*, Curzon Pr.

Vogel, S. K., (2006), *Japan Remodeled: How Government and Industry are Reforming Japanese Capitalism*, Cornell U. P.

Pekkanen R., (2006), *Japan's Dual Civil Society: Members Without Advocates*, Stanford U. P.

### **Course description and attainment target**

This module is designed to enhance students' understanding of contemporary urban policy by introducing basic concepts and major debate of the discipline. Cities and regions around the globe are thought to be going through a period of transition influenced by wider socio-economic forces of globalization. As a result, policy makers are increasingly concerned with urban policies responding to such changes. Major topics covered in the module include economic development and the creation of new urban industries, urban social change such as residential segregation and homelessness, new economic immigrants and ethnic minorities, tourism and cultural development, and environmental sustainability. Also, the module focuses on the way urban policy is formulated as a result of struggle between the urban stakeholders, such as political leaders and business communities. Thus the analysis of urban policy necessary involves political dimension.

### **Course content**

#### I Orientation

Introduction of module organization, contents, and reading list

#### II Context

Globalization and World City

Neo-liberal Urbanism

From Government to Governance

#### III Policies

Economic Restructuring and New Urban Industry

Labour Market and Welfare Policies

Cultural Industry and Tourism

#### IV Institutions

State sector and its rescaling

Market mechanism and its limitation

Civil society and its capacity

### **Remarks and Preparation for the course**

This is a research seminar in which each student will work towards completing a final paper, as well as make presentation and organize the discussion based on the weekly readings.

### **Suggested Readings**

The city reader / edited by Richard T. LeGates and Frederic Stout (3rd Ed.), Routledge, 2003

The urban and regional planning reader / edited by Eugénie L. Birch, Routledge, 2009

Theories of urban politics / edited by Jonathan S. Davies and David I. Imbrascio, Sage, 2009

### **Grading policy**

Presentation based on the weekly readings: 20%

Active participation in the class room discussion: 20%

Individual Research Paper: 60% (outline 10% , presentation 10% , the final paper 40% )

**Other**

If possible additional field trip to Tokyo neighborhood will be planned (for fun).

### **Course description and attainment target**

This is a module to explore urban policy in Japan. It is designed to enhance students' understanding of contemporary Japanese cities and the urban policy. Japanese cities and regions are currently undergoing a period of dramatic and unprecedented transformation. This module charts the changes to Japan's physical, social and economic environment by exploring larger patterns of urban development and reveal the uneven effects of globalization. The module also aims to highlight its rapid transformation of urban policy by shedding the light to its interaction with global economy, and state policy responses based on market oriented reforms. It encourages students to think critically about overlapping economic and social relations between the global, national, and local scales, and their policy responses upon Japanese society.

### **Course content**

Orientation:

Introduction of module organization, contents, and reading list

Historical Perspective:

Evolution of urban problems and policy responses in Japan

Globalization:

Introducing theories of globalization and the transformation of cities and regions within the process

Developmental State:

Critically evaluate the leading role of state officials in public policy and economic development

Tokyo and Osaka:

Tokyo's role in the global economy, and its changing industrial structure, such as new service sectors and the IT industry. Comparison to Osaka: its relative weakness vis-à-vis Tokyo in terms of globally oriented activities

Old Industrial Cities:

Transformation and regeneration of old industrial cities: Example includes Omuta in Kyushu region, Kamaishi in Tohoku region

Urban Inequality:

Stratification and Segregation. Inequality, social class and housing: The contrast between Roppongi Hills and Sanya district.

Marginal People:

The world of day laborer and homeless who are excluded from mainstream society: Example of Kotobuki in Yokohama

Aging Community:

Uneven distribution of aged population, and the difficulty of providing welfare services.

Global Migration:

Ethnic minority and immigration. International migration and ethnic community in Japan, such as Koreans and Brazilians

Urban and Regional Planning:

Challenge of globalization to post-war principle of 'even' development in Japan which tries to balance

between different localities.

City-region:

Growth strategy for Tokyo region in the 21st Century

### **Remarks and Preparation for the course**

This is a research seminar in which each student will work towards completing a final paper, as well as make presentation and organize the discussion based on the weekly readings.

### **Suggested Readings**

Scott, A. (ed.) (2001) Global City-Regions. Oxford, Oxford University Press.

Roger Goodman, et.al. (eds.), Global Japan: the experience of Japan's new immigrant and overseas communities. London: Routledge, 2003.

David W. Edgington (ed.), Japan at the millennium: joining past and the future. Vancouver, UBC Press, 2003.

Carola Hein and Phillippe Pelletier (eds.), Cities, Autonomy, and Decentralization in Japan. NY: Routledge, 2006.

### **Grading policy**

Presentation based on the weekly readings: 20%

Active participation in the class room discussion: 20%

Individual Research Paper: 60% (outline 10% , presentation 10% , the final paper 40% )

### **Other**

If possible additional field trip to Tokyo neighborhood will be planned (for fun).

**Course Description and Attainment Target :**

In this course various aspects and elements of government and administration are discussed so that students acquire wide range of viewpoints in understanding and addressing major reform issues of government and public administration.

Since the instructor has been engaged in the management and administrative reform activities in the Japanese government more than thirty years and also has taught at many universities in Japan and abroad, both theories and practices of government and public administration are discussed. Discussions are also made from comparative and historical viewpoints.

While cases in Japan are discussed in detail, students are expected to make a contribution to the discussion by infusing their first hand information and analyses on the subjects and issues of discussion.

**Course Outline**

Week

1. Introduction
  - Systems and Operation of Government
  - Structure, Process and Human Factors of Government
2. Roles and Responsibilities of Government
  - Social and Economic Conditions and Evolution of Government Functions
3. Basic Structure of the State
  - Vertical and Horizontal Relations
  - National/Central Government and Local Governments
4. Executive Government
  - Parliament and Administration
  - Political Parties and Administration
5. Organizations for Public Administration
  - Ministries and other government organizations
  - Government-affiliated organizations
  - Organizations Management
6. Minister and Civil Service
  - Civil Service System and Personnel Management
  - Minister and Civil Service Relations
7. Basic Administrative Systems and Tools of Government
8. Philosophy and Culture of Governance
9. Government and Citizen
10. Government and Mass Media
11. Administrative Reform
  - Process and Contents of Administrative Reform
  - Keys to the Success of Reform
12. New Public Management and Good Governance

### 13. Wrap-up

#### **Requirement and Grading :**

Students are required to contribute to the discussion in the class and to submit the term paper on the subjects assigned by the instructor in the class.

Grading of each student is determined by

- ① a report (paper) to be submitted by each student -----65%
- ② attendance and contribution to the discussion in the class-----35 %

#### **Text books and Other Materials**

(Handouts)

Handouts are prepared by the instructor for each session of the course.

(Required Reading)

Students are required to read at least the following books.

- Morris Wright, "Japan's Fiscal Crisis"
- Masujima Toshiyuki, "Administrative Reform in Japan"
- Christopher Pollitt and Geer Bouckaert, "Public Management Reform"

(Other Suggested Readings)

- Lester Salamon, "The Tools of Government"
- Harold Seidman, "Politics, Position and Power"
- Guy Peters and Jon Pierre, "Politicians, Bureaucrats and Administrative Reform."

## ***Public Policy 1***

Dr. Nobuhisa TAIRA (Lecturer)

Along with changes in social and political conditions, the concept of “public” has been reviewed recently. Since “public” can be defined in several ways, there are arguments on the meaning of “public.” Also, the relation between “public” and individual rights needs another discussion. In such a chaotic situation, Japanese society is seeking to create “new public.” This issue is heavily related to important agenda for public policy like citizen participation and public private partnership.

- 1) what is “public”?
- 2) necessity of public policy
- 3) criteria of public policy
- 4) coverage of public policy
- 5) cycle of public policy
- 6) citizen participation and collaboration between citizens and governments

### **Qualification:**

Students are expected to participate in class discussion positively.

### **Testbook:**

No textbook.

Suggested References:

Reference by subject is given at classes.

### **Grading:**

Attendance + Class participation (30% ) and term paper + its presentation (70% )

## ***Public Policy 2***

Dr. Nobuhisa TAIRA (Lecturer)

Policy evaluation is now one of the key issues in the studies of public policy. This is also one of the most important agenda for Japanese governments both at local and national levels on the background of progress of devolution, increase in budget deficit, citizen awareness to government activities, and so on. Although policy evaluation is used in a confusing manner in Japan, in our class, it is dealt as the composition of evaluation of policy (policy evaluation in a narrow sense) and measurement of government performance (performance measurement).

This class aims to discuss basic knowledge of policy evaluation and to learn some evaluation methods.

- 1) Performance measurement
- 2) Logic Model
- 3) Social efficiency
- 4) Consumer surplus/supplier surplus
- 5) Cost-benefit analysis
- 6) Benefit Indices Matrix
- 7) Impact analysis
- 8) Case studies

### **Qualification:**

Students are expected to participate in class discussion positively.

### **Testbook:**

No textbook.

### **Suggested References:**

Reference by subject is introduced at classes.

### **Grading:**

Attendance + Class participation (30% ) and term paper + its presentation (70% )

### **Course description and attainment target**

This course serves as an introduction to evaluation methodologies commonly used in public sector to contribute to solving various social problems in society. "Program evaluation" is widely used evaluation theory and is a critical component in formulating and operating policies and programs. Evaluations can provide information to policy makers, program managers or citizens that can assist them in making decisions, ensuring accountability and program improvement. Students will become familiar with the concepts, various methods and their applications in policy arena, and be able to propose an appropriate evaluation design to assess policies and programs. Various case studies and exercises of evaluation practice are incorporated in class discussions.

### **Course content**

#### 1st Introduction to evaluation

Discussion on basic concepts of evaluation: history, definition, domain, objectives and contribution of evaluation/who are evaluators.

#### 2nd Program theory

Learning program theory model as a tool to understand and clarify the logic of the program.

#### 3rd Developing evaluation questions and evaluation criteria

Discussion on key elements to be considered in formulating evaluation questions.

#### 4th Evaluation indicators and data collection methods

Learning key issues to identify good indicators for evaluation and various data collection methods responding to indicators.

#### 5th Data analysis

Discussion on characteristics of both quantitative and qualitative data analysis methods with some exercises.

#### 6th Process evaluation

Learning theories and tips of implementing process evaluation.

#### 7th Impact evaluation

Learning characteristics of impact evaluation design with some case examples.

#### 8th Cost-benefit analysis

Learning concepts and practice of cost-benefit analysis

#### 9th Participatory evaluation

Learning theory of participatory evaluation that involves various stakeholders in evaluation process.

#### 10th Reporting evaluation results

Discussion on critical elements of quality reporting for utilization of evaluation results

#### 11th Case study (1)

Developing evaluation design

#### 12th Case study (2)

Metaevaluation of evaluation reports

#### 13th Evaluation in the real world

Discussion on evaluation ethics, politics and feedback mechanism

### **Remarks and Preparation for the course**

There is no specific policy or sector focus to this course, as evaluation tools are used in all policy areas. Students are encouraged to relate the general material of the course to their specific policy interests.

### **Text books**

The original textbook for the course are to be prepared. Copies of additional reading materials will be distributed in the class.

### **Suggested Readings**

Patton M.Q.(2001) Utilization-Focused Evaluation, The New Century Text, 3rd edition, Sage Publications

Rossi, Peter H., Freeman,Howard E., and Lipsey, Mark W. (2003). Evaluation: a systematic approach, 7th ed., Sage

Weiss, C. H.(1998) Evaluation, 2nd ed. Prentice-Hall

### **Grading policy**

Class participation and contribution to discussions in the class: 30%

Midterm exam: 35%

Final paper: 35%

## ***Comparative Foreign Policy 1***

Yuichi SASAOKA, Ph.D. (Professor)

### **Course Description and Attainment Target**

This course aims at deepening understanding of theoretical perspectives on foreign policy, and the means of conduct for the diplomatic actors. This course is composed of two points: the introduction to the theory and practices; and the analysis of the specific cases of international affairs. The primary objectives of this course are two-fold: (1) to understand theoretical background of foreign policy; and (2) to master basic analytical perspectives.

First, this course looks at various aspects and approaches to the analysis of foreign policy. Actors are classified into various levels, and not limited to the state level. Second, case analysis deals with security and development issues. Lastly, students will be engaged in the in-depth analysis of particular cases.

### **Course Outline**

#### 1. Theoretical Views

goals, instruments, leadership, partnerships, explanatory models.

#### 2. Historical Views

cold-war, post-cold war, post 9.11.

Lectures will also present the main features and contrasting views of traditional theories of international politics.

#### 3. Actors

states, transnational, supra-national and regional organizations, the NGOs and citizens.

#### 4. Role of Media and Public Opinion

the domestic sources of foreign policy, pressure groups and opinion formulation processes.

#### 5. Security

regional security frameworks and army

#### 6. Development

donor engagement and its diplomatic implication

#### 7. Case Studies

Topics are selected by students.

### **Remarks and Preparation for the Course**

Students are expected to read the textbook and references before the class and actively participate in the class discussions. The course contents and class style are subject to the number of students and the progress of the course. It is strongly suggested for you to regularly read the columns and editorials of international affairs magazines.

### **Textbook**

Smith, S., Hadfield, A., and Dunne, T (2008) *Foreign Policy Theories-Actors-Cases*, Oxford University Press and Paperback.

### **References**

Steven Hook (ed) (2002) Comparative Foreign Policy: adaptation strategies of the Great and Emerging Powers, Prentice-Hall.

C Hill (2003) The Changing Politics of Foreign Policy, Palgrave.

Other materials are announced at the beginning of the course.

### **Grading**

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (20 % ); case presentation (40%); and final paper (40%). Case presentation may be organized in groups and evaluated based on the understanding of basic analytical perspectives and analysis of specific cases. Each student will be required to join a presentation on case studies and present his or her own paper at the end of the class.

**Course description and attainment target**

The course will deal with Japan's foreign policy putting emphasis on Japan's bilateral relations with the neighbouring countries, Asia and Pacific, North America, the Middle East and Africa, and European and Latin American countries. The course will also examine Japan's performance at the multilateral front. It will look into Japan's efforts on global issues and its activities at United Nations.

The aim of the course is to obtain knowledge on these important issues and to evaluate to what extent Japanese efforts have been successful.

Professor Hogen has spent over 40 years as Japan's leading diplomat. With wide range of experience including Under-Secretary-General of United Nations, students taking the course will have a unique opportunity to share and to discuss the fundamental issues surrounding international relations.

**Course content**

1st Introductions

Prof. Hogen will give outline of the lectures. He will stipulate that the lectures he plans to give will be based on his experience and will run through Japan's diplomatic activities both on bilateral and multilateral fronts.

2nd Neighbouring Countries

Japan's bilateral relations with China, Russia, Korea and North Korea

3rd Neighbouring Countries

Japan's bilateral relations with China, Russia, Korea and North Korea

4th Asia and Pacific

This includes ASEAN countries, Indian Sub-Continent, Australia, New Zealand and Pacific Island Countries.

5th North America

Japan's relations with U.S.A.

6th North America

Japan's relations with Canada

7th Middle East and Africa

Japan's relations with countries in the Middle East. Japan's contributions to African development, TICAD.

8th Europe and Latin America

Japan's old and new relations with Europe. Latin America, focussing on energy and resources.

9th Japan's International Cooperation.

Economic Cooperation. ODA

10th Human Security

Japan's efforts for international peace and development.

11th United Nations

Possibilities and limits.

12th United Nations

Japan's records and aspirations.

### 13th Summary

In summing up the course, students are encouraged to give their views freely so that the class will be able to appreciate and evaluate to what extent the aim of the course has been achieved.

### **Remarks and Preparation for the course**

Students are expected to actively participate in the class discussions and are required to read in advance when reading material is provided by Prof. Hogen.

### **Text books**

Diplomatic Bluebook of Japan ; Summary in English.

### **Suggested Readings**

Joseph S. Nye, Jr. 2004, Soft Power, Public Affairs

Samuel P. Huntington, 1996, The Clash of Civilizations and the Remaking of the World, Simon and Schuster

Joseph S. Nye, Jr. 2004, Power in the Global Information Age, Routledge

### **Grading policy**

Class Attendance (30%), Participation in class discussions (20%), Term paper (50%)

### **Other**

Prof. Hogen will produce and distribute reading material for the lecture when required.

**[Course Outline]**

Faced with a series of problems ranging from a huge accumulated debt, rapidly increasing cost for the aged, too much regulation and inefficient vertical policy implementation, restructuring a stagnant economy more commensurate with the globalization to corruption involving bureaucrats, the effectiveness of the present governmental structure of Japan, once considered as a most efficient in the world, has been called into serious question.

The Japanese government, in order to tackle those problems, has finally taken a bold step to restructure a whole process of governance in Japan. Decentralization, devolution, privatization, and the restructuring of central-local relationships, among others, have been buzzwords. This course will examine the politico-economic backgrounds of the reform efforts and the prospect of the proposed reforms by the Government. And it will be shown that the prime issue, here is not a simple redistribution of power and financial resources among different governing units but creation of a new framework of governance.

Even before the enactment of the Comprehensive Decentralization Act in 2000, we had witnessed a sweeping tide toward what it called "New Public Management." Most of the local governments in Japan have embarked on the fundamental restructuring of local governance. A major objective, at least on the surface, is to produce local governments more commensurate with the varied local conditions, and more responsive to the produce local governments more commensurate with the varied local conditions, and more responsive to the needs to the residents. Decentralization, devolution, policy assessment, disclosure, efficiency and active participation of citizens have become the catchwords of the day. However, those efforts by local governments for good governance is not necessarily induced by themselves but by the national government faced with the fiscal problems caused by the changed international economic conditions: the globalization of economy.

This seminar consists of a series of lectures on the above theme and a series of presentation by the participants. The seminar is structured in the following way.

1. What is Globalization?
2. Effects of Globalization on the Existing Politico-Administrative System
3. The Limits of the Nation-States
4. Market, State, and Individuals
5. What are the Problems?
6. Discussion I
7. Discussion II
8. Discussion III
9. Presentation I
10. Presentation II
11. Presentation III
12. Presentation IV
13. Presentation V
14. Presentation VI
15. Presentation VII

**Testbook:**

A list of books and papers will be provided to the participants at the beginning of each semester.

**Grading:**

Grade is based on the attendance and the evaluation of the quality of presentation.

**[Course Outline]**

This course will focus on the effects of globalization on governance, and I will examine various ways to cope with this dramatic change of economic environment.

The word, globalization, has become a common concept, if not totally agreed, to describe the change in the framework of our arguments on public administration in the contemporary world. In fact, the globalization affects not only the ways public policies are managed, but also the very foundation, social, economic, political and even cultural, upon which public policies are developed. In many instances, state initiatives are nullified by market forces unleashed by globalization. The state can no longer control the activities of domestic private companies competing with their counterparts worldwide for their survival. They easily shift their production centers from one place to another in such a way to maximize their profits, often leaving the magnitude of unemployed.

This poses a fundamental dilemma for the governments in the world. If the government respond to this problem by regulating their activities, domestic industries are likely to lose their competitive edge over foreign counterparts, thus further decreasing job opportunities for domestic workers. Or, they simply fled to another country with less regulation. If the government provides a profitable environment for them by loosening up the existed regulations, this may increase job opportunities for workers but with less job security: short-term employment, lower wage, less fringe benefits, and increasing income inequality. In the worst case, these might break up the fibers that bind the people together: the loss of popular confidence in the government.

All of this comes down to one fundamental question, "What does the state exist for?" Here, I am not saying that globalization is undesirable or even avoidable. I am rather saying that we have to find a persuasive answer to the question above, without being carried away either by euphoria or by antipathy toward globalization. As Hirschman once put it, ". . . individuals create new. . . organizations which they believe will better achieve what they regard as desirable outcomes than existing arrangements. But anticipation turns to be better than realization. . . When one set of institutions fails, disillusionment and disappointment take over, and the search begins for new arrangements and institutional innovation."

## ***Comparative Local Government***

Prof. S.YAMASHITA

### **Major Objectives of the Course:**

This lecture aims at:

- (1) Firstly, providing the students with practical information on institutional structures and working of Local Government systems in various countries;
- (2) Secondly, giving them opportunities to try brief presentations on their own countries' LG systems in comparison with other countries' situations;
- (3) Thirdly, taking up some major issues in the sphere of Local Governance for the purpose of institutionalizing appropriate LG systems and/or their reforms.

### **Outline of the Lecture: Examples of Topics**

Part 1 Outline of the Local Government system in Japan

Part 2 LG systems in other countries

- (1) France
- (2) United Kingdom
- (3) Germany
- (4) USA etc.

Part 3 LG systems in students' own countries

Part 4 Cross-national comparison

Part 5 Major issues (examples) in Local Governance

- (1) De-centralization
- (2) 'Direct' democracy
- (3) 'Grass-roots' democracy and NPOs
- (4) "European Charter of Local Self-Government"

### **Method:**

More emphasis will be placed upon study on practical and institutional aspects of the LG systems rather than upon theoretical analyses. The course-work in the class will be composed of lectures by the Prof. and presentations by the students together with Q&A and discussions. A few short essay-type reports may also be required of the students.

### **Reference Materials**

Reading materials will be provided in the class.

### **Grading**

Class attendance and participation in discussions (60%)

In-class presentations + reports(40%)

**Course Description and Attainment Target**

This course aims at deepening the understanding of international development regime on the issue of development and governance in low-income countries. This regime is derived from the tasks and problems of political institutions in the developing countries; the issues of policy interventions by aid agencies, international NGOs and international fora in the developed countries; and a problem of global governance. They are not isolated, but interacted and interpenetrated issues. The central focus of this semester is two-fold: why democratization, good governance and poverty reduction have been paid enormous attentions in the debate of international development since the 1990s; and what roles states and societies categorized as the neo-patrimonial systems play.

The primary objectives of this course are two-fold: (1) to understand theoretical background of global and local governance; and (2) to master basic analytical perspectives of today's international relations. Today's world has deepened the international economic and financial networks and facilitated public discussions on various issues in a global scale. While democratization and political liberalization have been introduced, the marginalization of the poor and the (re)occurrence of civil wars persist. Many actors are involved in the policy formulation of global governance and have resisted against its deterioration. Traditional theories are valid to interpret international arena only partly; new and experimental theories are appearing, albeit being fragmented.

**Course Outline**

1. Introduction

- problem-identification: the understanding of governance and global governance.
- understanding of the present situations and related issues of low-income countries.
- the state of democratization and its relation to the nation state and civil societies.

2. Formation of the Regimes

- international development regime: pitfall of development aid (1994 genocide in Uganda).
- political regimes and institutions: neo-patrimonial systems and ethnicity-driven politics.
- Hybrid Regimes: the evaluation of Uganda, as a developmental state.

3. Millennium Development Goals (MDGs) and Governance

- development strategy: governance assisting strategy; Rights-Based Approaches (RBAs).
- local governance: decentralization; participation and accountability.
- state-building: fragile states; peace building; conflict prevention.

4. The Case Analysis

- Sum up all types of phenomena and conceptualize the whole debates of the governance.
- local and global: questioning the relationship between people and analytical perspectives.
- presentation and paper: Presentation is made in groups on selected topics. Final paper is an individual work.

## **Remarks and Preparation for the Course**

Students are expected to read the textbook and references before the class and actively participate in the discussions. The course contents and class style are subject to the number of students and the progress of the course.

## **Textbook**

A packet of reading materials will be distributed during the class.

## **References**

Suggested readings are announced during the class.

## **Grading**

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (20 % ); presentation (40%); and final report (40%). Regarding presentation, case discussions are given twice on specific topics. Presentation is graded based on the understanding of basic analytical perspectives and preparation of specific case analysis. Each student will be required to present his or her own paper at the end of the class.

**Course Description and Attainment Target**

This course provides an overview of the structure and functions of global governance, which covers not only current topics but also theoretical elements, norm and identity creation. The primary objectives of this course are two-fold: (1) to understand theoretical background of global governance and globalization; and (2) to master basic analytical perspectives. This course provides actor oriented analyses/views and requires pro-active thinking in the context of contemporary world. To demonstrate conceptual overview and empirical illustrations of the globalization and global governance, you will represent the role of the specific actors in some exercises.

There are a lot of networks and public discussions on the global issue today. Global governance can be a task or an issue beyond just being a member of the nation state. This thinking reminds you that the nation state system cannot cope with numerous issues that you are now facing in the globalized world. You need to assume the specific identity and positions of the actor(s); whether they are single or multiple, and you might change your positions in the longer time horizon.

**Course Outline**

1. Introduction

History of Globalization

Lectures will focus on the pros and cons of globalization, which reflects the motivation of the actors.

2. Brief Conceptual Overview

Structure and Functions of Global Governance

Lectures will revisit many theories/paradigms/interpretations of global governance.

3. Bilateral and Multilateral Actors

Bilateral foreign channels, GATT/WTO, UN, World Bank, Regional Organizations, International NGOs

The focus is placed on the intrinsic values of multilateral actors and instrumental usage of multilaterals by bilateral actors.

4. Agenda Setting

MDGs, the international environment and ecology, and the prevention and management of civil wars.

Discuss the issues of global governance and how they reflect the competing interests of the multiple actors.

5. Donor Engagement and Capacity Issues

The issues of ownership and endogenous development; donor coordination and aid modality; the governance of the recipients.

6. Group Role-Play Discussions

Conducted twice in the class

**Remarks and Preparation for the Course**

Students are expected to read the textbook and references before attending the class and participate in the class discussions and role-plays. Each student will be required to submit the self-introduction and the statement of your interests in the second class, as it will be served as the basis of interactive role-plays.

However, the course contents and class style are subject to the number of students and the progress of the course.

### **Textbook**

Paul F. Diehl and Brian Frederking (2010) *The Politics of Global Governance-International Organizations in an Independent World*, Lynne Rienner Publication Inc. and Paperback.

### **References**

Held & McGrew (2007)'s *Globalization/Anti-Globalization* is good for a beginner to read. The other reading materials are announced at the beginning of the class.

### **Grading**

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (20 % ); presentation (50 % ); and the final report (30 % ). Regarding presentation, role-play discussions are to be held twice. Role-play is a group work based on the understanding of basic analytical perspectives and the issues of specific cases.

**Course Description:**

This course will deal with the public finance theory and system. Recently, the last decade of 20th century has transformed the New Public Management theory and the public finance system in many countries. However, the NPM is criticized recently, and has been changed into NPS that values a more democratic decision. And profound changes are occurring in the Japanese fiscal system. Especially in September 2009, the Hatoyama administration has introduced new Cabinet system that set up the Strategy Unit and the Government Revitalization Unit. The new administration started budget process by political initiative in fiscal year 2010. This course will discuss about these articles.

**Course Outline (tentative):**

- Recent normative public finance theory
- New Public Management theory and practice
- Budget system and budget reform(budget management)
- Tax theory and system
- Public debt and management
- Japanese public finance system
- Japanese central and local fiscal system'
- Major issues facing Japanese fiscal system

**Suggested Readings:**

- Ministry of Finance Japan (2008), "Understanding the Japanese Budget 2008"
- Rosen, H.S., Public Finance, McGraw-Hill 2006.
- Stiglitz, J.E., Economics of the Public Sector, Norton & Co. Inc., 2002.

Other reading materials will be provided in the class.

**Course Requirements:**

1. Class participation 30%
2. Class discussion 20%
3. Short research paper 50%

### **Major Objectives of the Course:**

As in many Western countries, result-oriented or goal-oriented management became very popular among national and local governments in Japan. Performance evaluation was institutionalized by law in the central government agencies in 2002, led by some of the local public bodies which had started introducing outcome-based program evaluation systems in 1990's. Following these movements, more attentions came to be paid to "quality management" in public organizations. It is important for government administrators to explain their level of productivity, namely, the ratio of the amount of tax money spent for a set of government actions to the level of goals attained by them. But it is even more important to enable upgrading the level of productivity by improving the quality of management. This course aims to give students insights on these attempts to establish quality management systems in public sector. Students will learn how the latest concepts and practices of the quality management have been developed in the private sector. They will also learn the basic differences in the nature of government and business organization management and how those theories and techniques must be modified in applying to public sector management.

### **The Gist of the Lecture:**

1. QC (Quality Control) Problem Solving
  - (1) Concepts of Problem, Improvement and Standard
  - (2) Tools and Systems of Product QC in Manufacturing Organizations
  - (3) MBO(Management by Objectives) and QC
  - (4) Shift from TQC (Total Quality Control) to TQM (Total Quality Management)
2. Applying TQM in Public Sector
  - (1) The Nature of TQM in Public Sector
  - (2) Japanese Management Style and TQM
  - (3) Examples of TQM Application to Public Organizations
3. Hoshin Management
  - (1) Organization's Goals and Breakthrough Objectives
  - (2) Alignment of Resources and Daily Activity with the Organization-Wide Plan
  - (3) Integrated Quality Management System

### **Remarks:**

Students are required to make oral reports on the assigned chapters of textbooks.

### **Textbook:**

Hosotani, Katsuya (1992) *The QC Problem Solving Approach: Solving Workplace Problems the Japanese Way*, 3A Corporation

Morgan, Colin, Stephen Murgatroyd (1994) *Total Quality Management in the Public Sector: An International Perspective*, Open University Press

Bechtell, Michele L. (1995) *The Management Compass: steering the corporation using hoshin planning*,

**Suggested References:**

- Akao, Yoji (2004) *Hoshin Kanri: Policy Deployment for successful TQM*, Productivity Press
- Bank, John (2000) *The Essence of Total Quality Management*, Pearson Education
- Besterfield, Dale H. et al. (2003) *Total quality management*, Prentice Hall
- Dale, Barrie G. (ed.) (2003) *Managing Quality*, Blackwell
- Goetsch, David L., Stanley B. Davis (2000) *Quality Management: Introduction to Total Quality Management for Production, Processing, and Services*, Prentice Hall
- Hutchins, David (2008) *Hoshin Kanri: The strategic approach to continuous improvement*, Gower
- Kusek, Jody Zall, Ray C. Rist (2004) *Ten Steps to a Results-based Monitoring and Evaluation System: a handbook for development practitioners*, World Bank
- Meyer, Marshall W. (2002) *Rethinking Performance Measurement: Beyond the Balanced Scorecard*, Cambridge University Press
- Mintzberg, Henry (1994) *The Rise and Fall of Strategic Planning*, Macmillan Inc.
- Niven, Paul R. (2003) *Balanced Scorecard Step-by-step for Government and Nonprofit Agencies*, J. Wiley
- Rampersad, Hubert K. (2001) *Total Quality Management: An Executive Guide to Continuous Improvement*, Springer

**Course Requirements:**

- Oral Reports on Assigned Readings (60% )
- Participation to Classroom Discussions (20% )
- Term Papers (20% )

### **Major Objectives of the Course:**

The "Spatial Planning" is a relatively brand-new concept. It is a sort of the technique or the art influencing the distribution of people and activities in space. The "Spatial Planning" is also considered as a Euro-English term, neither solely British nor American. In the United States and the UK, we have been familiar with city, urban, regional, and country planning. While these planning have been mainly focusing on land use and zoning, the "Spatial Planning" has much broader meaning as follows:

Firstly, I would point out that the "Spatial Planning" includes the strategic driver and the decision process affecting development.

Secondly, it is more spatial than traditional planning, and it has good planning framework where development is carried out.

And finally, it pays attention to the management of resources integrated with other strategies as well.

So we can call it Comprehensive planning. It consists of urban, welfare, transportation, educational, job creating, and other kind of planning. In this class I lecture on the planning of various eras, countries and fields. I also have a plan to invite guest speakers and discuss planning openly.

### **The Gist of the Lecture:**

- A. General principles on spatial planning.
- B. Japanese planning and Tokyo Metropolitan Government planning.
- C. London Plan and The European Spatial Development Perspective.
- D. Floor area ratio and Townscape.
- E. Social inclusion.
- F. Smart growth, Compact city, and Sustainable development.
- G. Town centre management.
- H. Town management organization, Business improvement district, Social enterprise and Fourth sector.
- I. Housing planning.
- J. The influence of economic liberalization on privatization.
- K. Financial planning.
- L. Crisis management and disaster prevention
- M. Public private partnership.
- N. Environmental concerns.

I have a plan to take students on educational visits to all sorts of places in Tokyo. The visit schedule will be adjusted to suit the convenience of the host.

### **Grading:**

- Consistent class attendance (30% )
- Participation in class discussions (30% )
- Term paper (40% )

# **Macroeconomics 1**

Elena Shadrina, Ph.D. (Associate Professor)

## **Course Description and Learning Outcomes**

This course is designed to introduce graduate students to the foundations of economic analysis with concentration on macroeconomic structure and models as they relate to the real-world economy.

The course focuses on fundamentals of demand and supply analysis; measures of economic activity such as GDP, employment and inflation; determinants of trends in economic growth and business cycle fluctuations; fiscal, monetary and international trade policies and their effect on domestic and foreign business cycles and growth.

By the end of the term, the student is expected to understand:

- the terms used in macroeconomics and the specific meaning of each;
- the theoretical and statistical aspects of macroeconomic models;
- the consistency and common threads of different models of economic behavior;
- media accounts on macroeconomic events; etc.

## **Course Content**

The following schedule is preliminary and subject to change.

Week	Theme	Content
1-2	Introduction. Key Definitions & Basic Economic Concepts.	Ch. 1. QFR ## 1,7,9,10 (p.18), P&A ## 2,5,7,11,13,16 (p.19); Ch. 2, Appendix Graphing (p.40) P&A ## 2,3,4,8 (p.39)
3	Interdependence & Trade	Ch. 3 P&A ## 2,4,5,7,8,9,10 (p.62)
4	Demand & Supply	Ch. 4 P&A ## 2,3,4,6,9,11,14,15 (pp. 87-88)
5	Elasticity and Its Applications	Ch.5 P&A ## 3,5,10,13 (p.111)
6	Supply, Demand and Government Policies	Ch. 6 P&A ## 1,5,6,13 (p. 133)
7	Mid-Term Test	Ch. 1-6
8-10	Markets and Welfare	Ch.7 P&A ## 2,3,10,11 (p. 157), Ch. 8 P&A ## 1,8,12 (p.175), Ch. 9 P&A ## 2,5,8,11,13 (p.199)
11-12	Macroeconomic Measurement	Ch. 23, P&A ##1,3,4,5,6,10,11 (p.525), Ch. 24 P&A ## 2,6,7,10 (p.543)
13	Final Test	Ch. 7-9, 23-24

Notes:

(1) Column "Content" identifies a reading assignment to be made prior to the class as well as specifies a part of written assignment, which is due once relevant chapter is discussed in the class.

(2) Additional assignments (to be formulated for every relevant theme) will be practiced throughout the course.

## **Remarks and Preparations for the Course**

This class meets once a week throughout the Spring Semester. Students can expect 4 to 6 hours of preparation (reading, reflecting, preparing written assignments, reviewing notes, preparing for tests, etc.) per week.

There are no specific prerequisites for this course. The students however are expected to have basic analytical skills and computer software experience (Word, Excel, PowerPoint, Internet Explorer, etc.) and,

most importantly, a great curiosity to discover how economic theory learnt in the class is being applied to solving the real-world economic problems.

### **Textbooks**

Reading will come primarily from:

Mankiw, Gregory N. (2009) *Principles of Economics*. South-Western Cengage Learning, 5th edition (international edition).

The other textbook, recommended for reading on some particular themes (refer to the Course Content) is:

Leeds, Michael A., Allmen, Peter and Schiming, Richard C. (2006) *Economics*. Addison-Wesley, 1st edition.

### **Suggested Readings**

Those willing to get a sharper grip of the course's themes will enormously benefit from reading from the following sources:

Samuelson, Paul Anthony (1985) *Economics*. McGraw-Hill.

Froyen, Richard T. (2009) *Macroeconomics. Theories and Policies*. Pearson Education.

For inquiring minds, one more source providing plenty of food for thought is:

Leamer, Edward E. (2009) *Macroeconomic Patterns and Stories. A Guide for MBAs*. Berlin: Springer.

Additionally, the students are strongly recommended to keep up-to-date with current macroeconomic events with the periodicals such as *The Economist*, *The New York Times*, *The Financial Times*, *The Wall Street Journal*, and other sources available in the library and on-line.

### **Grading Policy**

The course grade for this course will be determined according to the following formula:

Class participation 20%

Homework assignments 20

Tests (6th & 12th classes) 60 (30\*2)

Total Possible 100%

If a student is absent without a valid reason on the day of a test, exam or an assignment due date, then (s)he will receive a grade of zero for that particular assessment. No make-up opportunity will be granted unless arrangements for a missed assignment are made prior to the assessment date.

Letter grades for the entire course will be assigned as follows:

92.5% and higher = A	80% - 82.49% = B-	67.5% - 69.99% = D+
90.0 - 92.49% = A-	77.5% - 79.99% = C+	62.5% - 67.49% = D
87.5% - 89.99% = B+	72.5% - 77.49% = C	60% - 62.49% = D-
82.5% - 87.49% = B	70% - 72.49% = C-	59.99% and lower = F

All final course grades will be curved if necessary and rounded to the nearest whole number (i.e. 69.5 would be rounded to a 70, but a 69.49 would be a 69).

General approach to grading is as follows:

	Class Participation	Homework/ Written Assignments
5 points	Present, fully prepared, contributing, and on time	Submitted on time and completed with excellent quality
4 points	Present and partially prepared and contributing	Submitted on time and completed with reasonable quality
3 points	Present but completely unprepared	Submitted on time, but completed with poor quality
0 points	Absent	Not submitted

There will be two tests and a comprehensive final exam. Students who consistently score above 90 on all the tests and homework will be exempted from the final exam. There is a possibility for students with C- (or 70 average) to A- (or 91) to decide whether to take or not the final exam (which is comprehensive and covers all the material of the semester) to improve their grades. The final exam is compulsory for those students whose scores are in the D range or below. Other exemptions will be decided within the semester. Final Exam exact date and time will be announced later.

### **Other Course Policies**

Students are expected to read thoroughly the material specified for a certain class to allow for a productive discussion in class. Participation in these discussions will be graded, with emphasis on the quality of comments and questions.

Students are assigned sets of Problems and Applications (P&A), Quick Quizzes (QQ), Questions for Review (QFR) throughout the course in order both to reinforce the use of tools for policy analysis and to expand the issues analyzed beyond those in the classroom. For some assignments, students are encouraged to work in small groups (up to 4 students), but each student must write up his or her part of assignment separately.

Duplicate problem set answers are not permitted and will be put under the disciplinary action. The lowest problem set grade will be dropped. Late problems set will not be graded.

Students should note carefully the dates for quizzes, tests and the final examination. The former (quizzes) will not be announced specifically, rather they will be held on a regular basis concluding each theme discussed in the class. The tests and the final examination will be organized according to the Graduate School schedule. If student misses a quiz, test or exam without a valid excuse (illness, family emergency, etc.), (s)he will receive a zero for this test. It is the student's responsibility to inform the instructor of absence BEFORE the scheduled test/ exam.

Policy on Cell Phones and e-Devices will be that they must be turned off during the class.

## Macroeconomics 2

Elena Shadrina, Ph.D. (Associate Professor)

### Course Description and Learning Outcomes

This is a continuation of Macroeconomics I course. It aims to further the graduate students' understanding of the foundations of macroeconomic analysis. The course focuses on the forces that in the long-run determine key real economy variables (GDP, saving, investment, real interest rates, unemployment, inflation, etc.), explains open-economy concepts, addresses short-run economic fluctuations and describes relevant economic policies.

By the end of the term, the student is expected to understand:

- the terms used in macroeconomics and the specific meaning of each;
- the theoretical and statistical aspects of macroeconomic models;
- the consistency and common threads of macroeconomic policy in its long-run and short-run prospects;
- media accounts on macroeconomic events; etc.

### Course Content

Week	Theme	Content
1	Production & Growth	Ch. 25 P&A ## 4,6-9,10 (p.574)
2	Saving, Investment & Financial System. Finance	Ch. 26 QQ p.593 (consider case of Japan), P&A ##2,3,5,6,7,9,11 (p. 595); Ch. 27 P&A ## 1,2,3,6,7,9,10 (p.612)
3	Unemployment	Ch. 28 P&A ## 1,2,3 (free choice of country), 5-9 (p.636)
4	Monetary System	Ch. 29 P&A ## 4-12,13 (p.660)
5	Inflation	Ch. 30 P&A ## 1-3,4,6-8,10 (686); One-page essay "Deflation in Japan"
6	Basic Macroeconomic Concepts of Open-Economy	Ch. 31 P&A ## 3, 4,9,11 (p.713) Ch. 32 P&A 3,6,12 (p.735) Discussion "Global Economic Governance" (see Note (2))
7	Mid-term Test	Ch. 25-32
8-9	Aggregate Demand and Aggregate Supply (AD & AS)	Ch. 21 & 22 (Leeds, pp. 533 - 588) Sec.21.1, Problems 1,2&3 (p. 562), Sec.21.2, Problems 1 &2, Sec. 21.3, Problems 1&3, Sec. 21.4, Problem 1, Sec. 21.5, Problem 1 (p.563) Sec.22.1, Problems 1&2 (p. 587), Sec.22.2, Problems 1,2&3, Sec. 23.3, Problems 1, 2&3 (p.588) Ch. 33 (Mankiw) Case Study pp. 767, 770, 795. One-page essay "Reflections on the 2008 global crisis". P&A ## 2-6,10,12 (p.773)
10	The Keynesian Cross	Ch. 23 (Leeds, p. 591), Leeds, Appendix for Ch.23 (pp. 607-613) Leeds: Problem 4 (p. 605); Sec.23.3, Problem 2 (p.615), Sec. 23.4, Problem 1
11	Monetary and Fiscal Policy	Ch. 34 (from p. 787) & Ch. 6 (pp. 123-130) P&A ## 1,3,5,8, 11,12 (p.799)
12	Inflation & Unemployment	Ch. 35 P&A 3,4,5,7 (p.825)
13	Final Test	Ch. 21-23 (Leeds), 33-35 (Mankiw)

Notes:

- (1) Column "Content" identifies the reading to be made prior to the class as well as specifies the

assignments, which are due once relevant chapter is discussed in the class.

(2) Tapani Paavonen, A New World Economic Order: Overhauling the Global Economic Governance as a Result of the Financial Crisis, 2008-2009. Finnish Institute of International Affairs. 28.10.2010 <[http://www.upi-fia.fi/en/publication/147/a\\_new\\_world\\_economic\\_order/](http://www.upi-fia.fi/en/publication/147/a_new_world_economic_order/)>

(3) Additional assignments (to be formulated for every relevant theme) will be practiced throughout the course.

## Remarks and Preparations for the Course

Only students who have completed the course of Macroeconomic I are eligible to sign up for this course. This class meets once a week throughout the Autumn Semester. Students can expect 4 to 6 hours of preparation (reading, reflecting, preparing written assignments, reviewing notes, preparing for tests, etc.) per week.

## Textbooks

The course reading will come primarily from:

Mankiw, Gregory N. (2009) *Principles of Economics*. South-Western Cengage Learning, 5th edition (international edition).

The other textbook, recommended for reading on particular themes (refer to the Course Content) is: Leeds, Michael A., Allmen, Peter and Schiming, Richard C. (2006) *Economics*. Addison-Wesley, 1st edition.

## Suggested Readings

Those willing to get a sharper grip of the course's themes will enormously benefit from reading from the following sources:

Samuelson, Paul Anthony (1985) *Economics*. McGraw-Hill.

Froyen, Richard T. (2009) *Macroeconomics. Theories and Policies*. Pearson Education.

For the inquiring minds, there is a source providing plenty of food for thought;

Leamer, Edward E. (2009) *Macroeconomic Patterns and Stories*. A Guide for MBAs. Berlin: Springer.

Additionally, the students are strongly recommended to keep up-to-date with current macroeconomic events with the periodicals such as *The Economist*, *The New York Times*, *The Financial Times*, *The Wall Street Journal*, and other sources available in the library and on-line.

## Grading Policy

The grade for this course will be determined according to the following formula:

Class participation	20%
Homework assignments	20
Tests (6th & 12th classes)	60 (30*2)
Total Possible	100%

If a student is absent without a valid reason on the day of a test, exam or an assignment due date, then (s)he will receive a grade of zero for that particular assessment. No make-up opportunity will be granted unless arrangements for a missed assignment are made prior to the assessment date.

Letter grades for the entire course will be assigned as follows:

92.5% and higher = A	80% - 82.49% = B-	67.5% - 69.99% = D+
90.0 - 92.49% = A-	77.5% - 79.99% = C+	62.5% - 67.49% = D
87.5% - 89.99% = B+	72.5% - 77.49% = C	60% - 62.49% = D-
82.5% - 87.49% = B	70% - 72.49% = C-	59.99% and lower = F

All final course grades will be curved if necessary and rounded to the nearest whole number (i.e. 69.5 would be rounded to a 70, but a 69.49 would be a 69).

General approach to grading is as follows:

	Class Participation	Homework/ Written Assignments
5 points	Present, fully prepared, contributing, and on time	Submitted on time and completed with excellent quality
4 points	Present and partially prepared and contributing	Submitted on time and completed with reasonable quality
3 points	Present but completely unprepared	Submitted on time, but completed with poor quality
0 points	Absent	Not submitted

There will be two tests and a comprehensive final exam. Students who consistently score above 90 on all the tests and homework will be exempted from the final exam. There is a possibility for students with C- (or 70 average) to A- (or 91) to decide whether to take or not the final exam (which is comprehensive and covers all the material of the semester) to improve their grades. The final exam is compulsory for those students whose scores are in the D range or below. Other exemptions will be decided within the semester. Final Exam exact date and time will be announced later.

### **Other Course Policies**

The policies stated under this clause for course Macroeconomics I are fully applicable to Macroeconomics II course.

**Course description and attainment target**

Microeconomics provides the foundation for modern economic theory and its applications, including development economics. This course is designed to help the students familiarize themselves with the basic ways of thinking in economics and set the stage for a serious study of critical issues in economic development.

This course will primarily study fundamental theories on consumer choice, producer's behavior, and competitive equilibrium while it also explores some introductory topics of imperfect competition. The materials will illustrate the twin pillars in the economic science, namely rational choice by individual agents and equilibrium formed by mutually compatible individual choices.

**Course content**

- 1 Supply and Demand 1 (Chapter 2)
- 2 Supply and Demand 2 (Chapter 2)
- 3 Applying the Supply-and-Demand Model (Chapter 3)
- 4 Consumer Theory 1 (Chapter 4)
- 5 Consumer Theory 2 (Chapter 4)
- 6 Applying Consumer Theory (Chapter 5)
- 7 Quiz
- 8 Firms and Production (Chapter 6)
- 9 Costs 1 (Chapter 7)
- 10 Costs 1 (Chapter 7)
- 11 Competitive Firms and Markets 1 (Chapter 8)
- 12 Competitive Firms and Markets 2 (Chapter 8)
- 13 Applying the Competitive Model (Chapter 9)
- 14 Final Exam

**Text books**

Jefferey M. Perloff, Microeconomics (5th edition)

**Suggested Readings**

None

**Grading policy**

Evaluation will be based on problem sets (15%), one quiz (40%), and one final exam (45%).

## Micro Economics 2

Takashi Yamano, Ph.D. (Lecturer)

### Course description and attainment target

Microeconomics provides the foundation for modern economic theory and its applications, including development economics. This course is designed to help the students familiarize themselves with the basic ways of thinking in economics and set the stage for a serious study of critical issues in economic development.

This course is the continuation of the Micro Economics I. In this part of the course, we focus on cases where markets fail, i.e., when markets fail to deliver efficient allocation of resources due to various factors. Market failures are common and potentially serious in developing economies as they could trap these economies in low stages of development. We will discuss topics including monopoly, uncertainty, game theory, asymmetric information, externalities, and public goods.

### Course content

- 1 General Equilibrium and Economic Welfare 1 (Chapter 10)
- 2 General Equilibrium and Economic Welfare 2 (Chapter 10)
- 3 Monopoly 1 (Chapter 11)
- 4 Monopoly 2 (Chapter 11)
- 5 Pricing (Chapter 12)
- 6 Oligopoly and Monopolistic Competition 1 (Chapter 12)
- 7 Oligopoly and Monopolistic Competition 2 (Chapter 12)
- 8 Quiz
- 9 Strategy (Game Theory) 1 (Chapter 14)
- 10 Strategy (Game Theory) 2 (Chapter 14)
- 11 Interest Rates, Investments, and Capital Markets 1 (Chapter 16)
- 12 Uncertainty 1 (Chapter 17)
- 13 Uncertainty 2 (Chapter 17)
- 14 Final Exam

### Text books

Jefferey M. Perloff, Microeconomics (5th edition)

### Suggested Readings

None

### Grading policy

Evaluation will be based on problem sets (15%), one quiz (40%), and one final exam (45%).

## ***Planning for Macroeconomic Policy***

Elena Shadrina, Ph.D. (Associate Professor)

### **Course Description and Learning Outcomes**

This is a required course for Development Policy and Economics students. The course concerns the role government plays in the economy. In particular, two core aspects of government's involvement in the economy - development planning and the public sector policy - are zoomed in throughout the course.

Upon completion of this course, the students are expected to:

- be familiar with planning theory and principal aspects of various planning techniques;
- understand the overall content and implications of government development policy and the public sector policies;
- improve key skills on economic analysis, including reading and interpretation of economic literature, work with economic statistics, application of economic data to support and develop arguments; and so on.

### **Course Content**

In an attempt to meet a specific interest of the audience with actual experience in the area of public governance, this class is organized as a forum for the professional discussion and opinion exchange.

Week	Theme	Content
1-2	Public Sector in a Mixed Economy. Economic Rationale for Government. Economics of Welfare	Ch. 1, 3-4 in Stiglitz (1999) .
3	The Structure and Debates of Planning Theory	Introduction in Campbell and Fainstein (2003); Chapter 2 (pp.25-40) in Tewdwr-Jones (2002); Goonewardena (2003); Assche, Kristof Van and Verschraegen, Gert (2008).
4	Economic Growth	Ch. 3-4 in in Todaro and Smith (2009).
5	Development Policymaking and the Roles of Market, State and Civil Society	Ch. 11 in Todaro and Smith (2009) .
6	Development Problems and Policies	Ch. 5- 10 in Todaro and Smith (2009). Presentation 1 (free choice of country) The Development Problems and Policy Response.
7	Strategic Planning in Development	Ch. 35 (pp. 625-640) by Mark Turner in International Development Governance (2006). Presentation 2 (free choice of country) Development Planning: Goals, Types of Plans and Techniques of Planning.
8	Externalities. Public Goods and Common Resources	Ch. 10 in Mankiw (2009), including P&A ## 2,5,9,12,13 (p.223). Ch. 11 in Mankiw (2009), including P&A ## 3,5,8,11 (p.240). Discussion "Global Institutions and Global Public Goods" (focus on organizations of the UN System and WTO).
9	Natural Monopolies and Market failure.	Reading: Ch. 21 and 22 in Connolly and Munro (1999). Presentation 3 (free choice of country) Examining Nationalization, Privatization and Regulation as Policy Solutions.

10	Externalities and Market Failure. Placing a Value on Goods where there are Missing Markets.	Reading: Ch. 5, 7, 19 and 23 in Connolly and Munro (1999). Presentation 4 (free choice of country and topic/s) The Economics of Health, Safety and the Environment.
11	Tax System	Reading: Ch. 12 in Mankiw (2009), including P&A ## 3,5,10 (p.262); Ch. 10-13 in Connolly and Munro (1999). Presentation 5 (free choice of country) "Paying for Government Policy. Taxation and Efficiency"
12	The Economics of Social Policy	Reading: Ch. 14-17 in Connolly and Munro (1999). Presentation 6 (free choice of country) "Equity. Measuring Poverty and Inequality".
13	Final Exam	1.5 hour written exam on the themes studied over the semester.

### Remarks and Preparations for the Course

This class meets once a week throughout the Spring Semester. Students can expect 4 to 6 hours of preparation (reading, reflecting, preparing written assignments, reviewing notes, preparing for tests, etc.) per week.

The course is taught with an expectation that the students have completed basic course of economics.

### Suggested Readings

There will not be one decided textbook for the course. Instead, various topics will be studied through readings from various sources, most important of which are listed below:

Allmendinger, P. (2002). *Planning Theory*. Palgrave, NY.

Assche, Kristof Van and Verschraegen, Gert (2008) *The Limits of pLanning: Niklas Luhmann's Systems Theory and the Analysis of Planing and Planning Ambitions// Planning Theory*. Vol 7(3): 263-283

Boadway, Robin W. and Neil Bruce (1984) *Welfare Economics*, Blackwell.

Campbell, S. and Fainstein, S. eds (2003). *Readings in Planning Theory*. Oxford. Blackwell.

Connolly, Sara and Munro, Alistair (1999) *Economics of the Public Sector*. Prentice Hall.

Goonewardena, Kanishka (2003) *The Future of Planning at the "End of History"// Planning Theory*. Vol 2(3): 183-224.

Hindricks, J. and G. Myles (2006) *Intermediate Public Economics*. MIT Press.

*International Development Governance (2006)/ Ahmed Shafiqul Huhue and Habib Zafarullah, eds. London and New York: Taylor and Francis.*

Mankiw, Gregory N. (2009) *Principles of Economics*. South-Western Cengage Learning, 5th edition (international edition).

Myles, Gareth D. (1995) *Public Economics*, Cambridge University Press.

Salanie, Bernard (2003) *The Economics of Taxation*, MIT Press,

Stiglitz, Joseph E. (2000) *Economics of the Public Sector*: Norton.

Tewdwr-Jones, Mark (2002) *The Planning Polity. Planning, Government and the Policy Process*. London: Routledge.

Todaro, Michael P. and Smith, Stephen C. (2009) *Economic Development*, 10th edition. Prentice Hall.

Non-exhaustive list of Periodicals can be presented as follows:

Asian Economic Policy Review;

Economic Policy;

Eurasian Geography and Economics;  
 Planning Theory;  
 The Journal of Economic Perspectives;  
 The Journal of Management; etc.  
 Further reading materials will be introduced during the course.

**Grading Policy**

The course grade for this course will be determined according to the following formula:

Homework assignments	15 (3*5%)
Presentation	36 (6*6%)
Exam	49
Total Possible	100%

**Letter grades for the course will be assigned as follows:**

92.5% and higher = A	80% - 82.49% = B-	67.5% - 69.99% = D+
90.0 - 92.49% = A-	77.5% - 79.99% = C+	62.5% - 67.49% = D
87.5% - 89.99% = B+	72.5% - 77.49% = C	60% - 62.49% = D-
82.5% - 87.49% = B	70% - 72.49% = C-	59.99% and lower = F

All final course grades will be curved if necessary and rounded to the nearest whole number (i.e. 69.5 would be rounded to a 70, but a 69.49 would be a 69).

**Course Objectives:**

So many financial authorities and governments made many mistakes in the past and still even now they are continuously facing financial troubles in the international financial markets. This class will analyze the cause and effect of past events and try to find out suitable strategies for the future. Students of governance studies should know the core of international financial events in the past and acquire your own view what is the global trends and avoid financial risks for your countries.

**Course Outline:**

1. What are the effect of Plaza Accord in 1985 and its effects after the Plaza?  
If necessary go back to the Nixon shock of 1971.
2. Why did the Asian crisis, Russian crises occur?
3. Why is the cause of Leman shock? Why was Volcker rule focused?
4. Why so many banks have to merger and create mega banks?
5. Is the currency Euro a safe and stable currency even they have intrinsic risks of Greece, Ireland, Portuguese and Spain?

**Suggested Readings:**

weekly paper distributed at the class...

**Grading:**

1. Class attendance and active participation to debate. (70%)
2. Short paper that will be given several subjects (30%)

### **Course description and attainment target**

International Investment primarily deals with the decision making process within multinational business enterprises on how to invest scarce monetary resources globally. Given that capital markets, particularly stock exchanges, are internationally integrated, such multinational enterprises are able to finance capitals outside the home country and invest them wherever they want. This means multinational enterprises can freely go beyond the national borders. Such decisions are made as international investment.

Investment decisions are the most critical decision making in the market economies, as any decision needs to spend money first and wait returns thereafter. The target of this lecture is, therefore, to understand the structure of such complicated strategic decision making. It is also of targets to understand technical tools for international investment.

Although this is basically an economics programme, those who are interested in public administration are welcome, as foci are also given to governmental and institutional aspects of international finance and investment. For policy making, it is necessary to understand the behaviour of multinational business enterprises. Characteristics of international investment are described as politicality and complexity which are typically seen in the field of political sciences.

### **Course content**

#### 1st Financial Goals and Corporate Governance

Discussing goals of multinational enterprises with the view to corporate governance: an introduction

#### 2nd International Capital Markets

International Integration of the Stock Exchanges

#### 3rd Financial Gate Keepers

Roles of accounting firms, financial analysts and credit rating agencies

#### 4th Strategic Investment Decisions

Characteristics and calculation of strategic investment decisions

#### 5th Foreign Direct Investment

The investment decision making process within multinational business enterprises

#### 6th Cross-Border M&A

Comparing the characteristics of cross-border M&A with those of foreign direct investment

#### 7th Global Strategies

Understanding tools for corporate strategy in order to globalise an enterprise

#### 8th Multinational Operation

How to manage foreign affiliates and subsidiaries so as to realise a global strategy

#### 9th Transfer Pricing

How to set up transfer prices: arm's length price, optimal price and neutral price

#### 10th Tax Planning

Understanding systems of international taxation and ways to adapt to them

#### 11th Accounting Exposure

Foreign currency accounting to deal with accounting exposure

#### 12th Transaction Exposure

Foreign currency risk management

13th Evaluation

How to utilise evaluation techniques such as EVA, CFROI and FCF

### **Remarks and Preparation for the course**

Basic skills of accounting and finance, e.g., cash flow statements, the cost of capital and net present values, are useful, but not necessary, to participate in the class.

### **Text books**

David K. Eiteman, Arthur I. Stonehill and Michael H. Moffett, *Multinational Business Finance* (12th ed.), Addison Wesley, 2009.

### **Suggested Readings**

Adrian Buckley, *Multinational Finance* (6th ed.), Prentice Hall, 2007.

Myron S. Scholes, Mark A. Wolfson, Merie E. Erickson, Edward L. Meydew and Terrence J. Shevlin, *Taxes and Business Strategy* (4th ed.), Prentice Hall, 2008.

Papers published in *the Journal of International Financial Management and Accounting*, and *the Journal of Applied Corporate Finance*.

The list of additional readings is distributed at the class room.

### **Grading policy**

Consistent class attendance: 30%

Participation in class discussion: 30%

Term paper: 40%

### **Course description and attainment target**

It is getting increasingly clear that the Official Development Assistance(ODA) alone will not be sufficient to ensure for all developing countries to meet the Millennium Development Goals (MDGs). In the era of globalization, indeed international community has been reaching a broad consensus that private investment can be a major driving force for economic growth and poverty alleviation. Therefore, the critical challenge in reaping maximum benefits from globalization lies in improving investment climate, the policy and business environment that fosters entrepreneurship and private sector development. The objective of this course is to explore the importance of investment climate that supports private sector development in developing countries by discussing various articles and case materials.

This course is divided into four parts. The first introductory part will discuss how private investment affects economic growth and poverty, and it also identifies how private sector views "good investment climate" that contributes investors' confidence. The second part will examine some key issues on investment climate such as good infrastructure, business

formalization, international trade, financial access and flexible labour market. Then the third part will explore "Good Governance", in particular, sound and transparent regulation and fighting against corruption, as the key approaches to reform investment climate. Finally, students will work with case paper to demonstrate how to improve investment climate in their own countries.

### **Course content**

1st Course Overview: Why investment climate matters?

In this first class, we will examine how private investment affects economic growth and poverty. Students will be introduced course overview.

2nd What are "good investment climate"?

In this class, we will discuss how the private sector views "good investment climate" by using some empirical surveys and articles. Key question to be asked: What are the important factors when private companies make investment decision?

3rd Key Issue(1): Infrastructure

- Infrastructure cost
- Regulatory Issues and Public Private Partnership
- Case Study

4th Key Issue(2): Business Formalization

- Business license cost
- Regulatory issues
- Case Study

5th Key Issue(3): International Trade

- Cross border transaction cost
- Regulatory issues
- Case Study

6th Key Issue (4): Financial Access

- Financial access cost
- Regulatory issues
- Case Study

#### 7th Key Issue (5): Labour Market

- Hiring and Firing cost
- Regulatory issues
- Case Study

#### 8th How to Reform Investment Climate: Ensuring Good Governance

- What is "good governance"?
- How to promote good governance
- Case Study

#### 9th How to Promote Regulatory Reform

- Why regulatory reform is needed?
- Important tools for regulatory reform
- Case Study

#### 10th How to Fight with Corruption

- Transparency International's Approach to fight against corruption
- Case Study

#### 11th Case Study: Indonesia's Trade Administration Project

In this class, on going JICA's technical cooperation project of trade facilitation in Indonesia will be introduced and the class will discuss an integrated approach to improve investment climate.

#### 12th Presentation

On completing this course, students will make presentation of their own country's case to improve investment climate. Students can focus any of the issues in this course and discuss the strategy and methodology how to solve the problems.

#### 13th Presentation

### **Remarks and Preparation for the course**

#### Class Participation and Class Preparation

Reading cases and course materials in advance are absolute requirement. Students' active participation of class discussion is strongly encouraged.

### **Text books**

World Bank, World Development Report 2005: A Better Investment Climate for Everyone, World Bank and Oxford University Press.

Students will be distributed other materials in class.

### **Suggested Readings**

Gudrun Kochendorfer-Lucius and Boris Pleskovic Ed., Investment Climate, Growth, and Poverty, Berlin Workshop Series 2005, World Bank

Further reading will be announced.

**Grading policy**

Class Participation: 30%

Case Paper: 50%

Presentation: 20%

### **Course description and attainment target :**

#### **COURSE DESCRIPTION:**

The advance of globalization brings about economic development and new opportunities to people in developing countries. At the same time, it produces a negative impact such as uneven wealth distribution, i.e. poverty. Globalization makes vulnerable people in developing countries more vulnerable, which may lead to the threat to the stability of the rest of the international community. Various policies/programs of economic cooperation have been implemented in order to alleviate this heavy burden of poverty. This course will review the history and current policy frameworks of economic cooperation, and will discuss new approaches of economic cooperation with special attention to individual and integrated activities of three main actors: i) governments, ii) civil society, and iii) private sector. Especially, we will focus on the emerging and innovative approaches such as Corporate Social Responsibility (CSR), Bottom/Base of the Pyramid (BOP), and social business. And then, we will discuss how economic cooperation policy should be designed to combat the global issue of poverty. The contents are practical with reference to many cases.

#### **ATTAINMENT TARGET:**

Students are expected to acquire the basic knowledge of economic cooperation. Especially, students will be able to analyse the pros and cons of various approaches of economic cooperation and design a future economic cooperation policy.

### **Course content :**

#### **I Overview**

##### **Basic definitions and concepts of economic cooperation**

In this introductory session, we will look at the basic definitions and concepts of economic cooperation and Official Development Assistance (ODA) .

##### **History of economic cooperation**

This session will go over the history of economic cooperation by bilateral and multilateral development partners (aid agencies).

##### **Basic modalities of economic cooperation**

This session will discuss the various modalities of economic cooperation.

#### **II Current Agendas and Frameworks**

##### **Economic cooperation under the globalization**

This session provides you with an overview of the new issues that economic cooperation/development communities have to deal with under the globalized environment.

##### **Millennium Development Goals and economic cooperation**

Millennium Development Goals (MDGs)" is the dominant paradigm commonly shared by the development communities. We will take a look at how cooperation policies/programs are supposed to be planned/implemented in accordance with MDGs.

##### **Approaches for poverty reduction**

In this session, we will go over the various approaches being taken to tackle the poverty issues: i)

economic growth, ii) redistribution of wealth, iii) population control/family planning, and others.

### III Actors

#### Roles of governments

We will discuss roles of an actor for economic cooperation: government. The measures by government include i) economic growth, ii) public health and social security, iii) infrastructure, iv) environmental protection and others.

#### Roles of civil society

Then we will discuss roles of civil society in economic cooperation. The initiatives included i) funding/finance, ii) direct services, iii) technical advices, iv) advocacy and others.

#### Roles of private sector

The third important actor of economic cooperation: private sector. The initiatives include a traditional approach such as Private Finance Initiatives (PFIs) and new approaches such as i) philanthropy, ii) community volunteer, iii) Corporate Social Responsibility (CSR) and others.

### IV New Approaches

#### Corporate Social Responsibility

This session will highlight one of the new approaches of economic cooperation by private sector: Corporate Social Responsibility (CSR). Many cases will be discussed.

#### Bottom/Base of Pyramid (BOP)

One of the latest trends of economic cooperation by private sector. Private companies will supply goods and services which are crafted in a manner vulnerable people (mass consumers in the bottom/base of the fortune pyramid) can access. Many cases will be discussed.

#### Social Business/Social Enterprise

This session will discuss how the impact to the social change becomes huge when the businesses which have social objectives and use business principles are introduced. Many cases will be discussed.

#### Integrated approaches

In this concluding session, we will review all the approaches discussed in the previous sessions and discuss how we could combine or integrate those approaches.

### **Remarks and Preparation for the course :**

The course will be delivered in an interactive way. All students are expected to participate actively in class discussions and each student is expected to make a presentation individually during the course.

### **Text books:**

Philip Kotler and Nancy R. Lee, Up and Out of Poverty: The Social Marketing Solution - A Toolkit for Policy Makers, Entrepreneurs, NGOs, Companies, and Government, Pearson Education Inc.

### **Suggested Readings:**

- C. K. Prahalad, The Fortune at The Bottom of The Pyramid: Eradicating Poverty Through Profits, Upper Saddle River, NJ: Wharton School Publishing

- Paul Collier, The Bottom Billion, Why the Poorest Countries Are Failing and What Can Be Done About It, Oxford University Press

- Muhammad Yunus, Building Social Business:

The New Kind of Capitalism That Serves Humanity's Most Pressing Needs, Public Affairs and other

readings will be suggested.

**Grading policy:**

Attendance: 50%

Contribution to the class: 20%

Presentation/Report: 30%

## ***Government and Politics in Middle East and Africa 1***

Yuichi SASAOKA, Ph.D. (Professor)

### **Course Description and Attainment Target**

This course serves as an introductory course to African governance and politics, which covers structural constraints and externally-driven development processes, which are explained by political theory and area study viewpoints. This course is suited for African students, but also informative for students from any other country. Governance is a wider framework of political actors than that of government, and corresponds to the wider meaning of the politics. This course deals with conceptual overview and empirical illustrations of the African (mainly Sub-Saharan Africa) governance and politics, and some comparative elements with Asia. The primary objectives of this course are two-fold: (1) to understand theoretical background of African governance and politics; and (2) to master basic analytical perspectives.

African governance today is filled with the disappointment of centralistic governance, which was collapsed in the context of structural adjustment, neo-liberal economy, accumulated international debt and political liberalization. Government is not considered a sole responsible actor or agency for public service, political order and even security. Privatization, localization and regionalism are considered as alternative driving forces of the governance. Democratization has been introduced and partly consolidated in the African society, but still many countries are considered as semi-authoritarian or semi-democratic countries (by Polity or Freedom House criteria). How to promote democratization and political liberalization has been the issue, but they need to accompany with local values and institutional aspects that construct civil society in Africa.

### **Course Outline**

#### 1. Introduction

state, civil society and outsiders (donors: bilateral and multilateral).

#### 2. History

pre-colonial times, colonial times and after independence.

#### 3. Identity/ Ideology

ethnicity, race and religion; nationalism, social class, socialism and populism.

#### 4. Key Characteristics

neo-patrimonialism, democratization, hybrid regimes and donor's influences.

#### 5. Other

Japanese promotion of TICAD

### **Remarks and Preparation for the Course**

Students are expected to read the textbook and references before attending the class and participate in the discussions. Robert Guest (2008)'s book ("The Shackled Continent") is a good starting point, although this narrates in a pessimistic and externally-driven tune.

### **Textbook**

Alex Thomson (2010) *An introduction to African Politics*, Routledge, third edition.

### **References**

Martin Meredith (2005) *The Fate of Africa: A History of Fifty Years of Independence*, The Free Press and paperback.

Robert Calderisi (2006) *The Trouble with Africa: Why Foreign Aid Isn't Working*, Palgrave Macmillan and paperback.

Richard Dowden (2008) *Africa: Altered States, Ordinary Miracles*, Portobello Books Ltd and paperback.

Other reading materials are announced in due course.

### **Grading**

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (20 % ); presentation (50% ); and final paper (30%). Presentation is an individual work based on the understanding of reading assignments.

## ***Government and Politics in Middle East and Africa 2***

Yuichi SASAOKA, Ph.D. (Professor)

### **Course Description and Attainment Target**

This course is a semi-advanced course to African governance and politics, but focuses on the state-building, political stability and conflict prevention. The implications of the conflict and its countermeasures are frequently analyzed and explained by political scientists and economists. Typical theories here are “greed” and “grievance” theories which are represented by Paul Collier and Francis Stewart. Each country case is analyzed from these points of views, while checking its validity. The primary objectives of this course are two-fold: (1) to understand theoretical background of governance and politics in African continent; and (2) to master basic analytical perspectives. This course is good for students from any country who are interested in governance and peace.

Civil wars are derived from a combination of structural and trigger factors. Structural factors could be socio-economic and historical, and are not easy to change (i.e. bad governance, poverty, inequality, natural resources, youth bulge and group identity formation). Trigger factors are unexpected incidents and accidents which occur in the political processes. Institutions are changeable during and after the conflict, but in cases, they have some durability against conflicts. There are debates on whether the changes of political institutions and political regimes are closely associated with the (re)occurrence of violent conflicts.

### **Course Outline**

#### 1. Introduction

African political and conflict situation, greed and grievance theory.

Have a big picture; debates over reading through Collier and Stewart’s articles.

#### 2. History

before and after independence, group identity formation (ethnicity, race, religion and social class).

#### 3. Structural Factors

socio-economic, historical and governance factors.

#### 4. Political Process

Political institutions categorized under the process are changeable and flexible.

Lectures will analyze the move of political parties and rebel groups and their relationships with people.

#### 5. Lessons

implications and countermeasures of the conflicts and political stability.

### **Remarks and Preparation for the Course**

Students are expected to read the textbook and references before attending the class and participate in the class discussions. Each student will be required to make reports on the analyses of the cases, and to submit the final paper at the end of the class.

### **Textbook**

The class format consists of lectures and group discussions on cases. The following textbooks will be used in addition to various references as distributed in due course:

Collier, P (2009) Wars, Guns, and Votes-Democracy in Dangerous Places, Oxford: Oxford University Press.  
Luckham, R. et al (2001) "Conflict and Poverty in Sub-Saharan Africa: an assessment of the issues and evidence", Working Paper 128, UK: IDS, Sussex.  
World Bank (2011) World Development Report 2011 - Conflict, Security and Development. USA: Oxford University Press.

## **References**

Collier, P (2007) The Bottom Billion - Why the Poorest Countries are Failing and What Can Be Done About It, UK: Oxford University Press.  
Stewart, F (2008) Horizontal Inequalities and Conflict-Understanding-Group Violence in Multiethnic Societies, New York: Palgrave macmillan.  
Justino, P (2002) "Poverty, Inequality and Conflict", Poverty Research Unit at Sussex (PRUS) notes, No.6. February, UK.  
UNDP (2005) Human Development Report-International Cooperation at a Crossroads: Aid, Trade and Security in an Unequal World. New York.  
Other reading materials are announced in due course.

## **Grading**

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (20 % ); presentation (50% ); and final paper (30%). Presentation is an individual work based on the understanding of reading assignments.

## ***Politics and Development 1***

Dr. Yumi HORIKANE (Associate Professor)

Development has been one of the most critical issues and largest challenges that most of the post-war newly independent states had to face. Having been understood to be an issue of economic growth, however, the task to tackle this initially went predominantly to economists. However, the process in fact was very political. This course looks at such a process of social and economic development from political perspective. It is an introduction to a comparative study of politics of development with a focus on the argument of the developmental state.

1. Development in the post-war international politics and economy
2. "Political economy" approach
3. The East Asian Miracle
4. The developmental state: the model (1)
5. The developmental state: the model (2)
6. The developmental state: the model (3)
7. Japan's MITI as the classic case (1)
8. Japan's MITI as the classic case(2)
9. Japan's MITI as the classic case (3)
10. Japan's MITI as the classic case (4)
11. Japan's MITI as the classic case (5)
12. Application to the contemporary East Asian cases
13. Wrapping up

### **Qualification:**

Students are recommended to take both this course and "Politics and Development 2" consecutively in this order.

Rather than merely attending and listening to the lecture, students are expected to read the papers or chapters and articles on the reading list in advance and participate in the discussion in the class. In addition, each student will be required to write an essay on a given theme toward the end of the course.

### **Textbook:**

World Bank, *The East Asian Miracle: Economic Growth and Public Policy*, Washington, D.C.: Oxford University Press, 1993

Johnson, Chalmers, *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975*, Stanford, CA: Stanford University Press, 1982

Onis, Ziya, "The Logic of the Developmental State," *Comparative Politics*, Vol.24-No.1 (1991) pp.109-126

### **Suggested References:**

A reading list will be provided on the first day.

### **Grading:**

Attendance (30%) Class participation (30%) Presentation and the term paper (40%)

## ***Politics and Development 2***

Dr. Yumi HORIKANE (Associate Professor)

This is the second part of the course of “Politics and Development.” (Students are recommended to take “Politics and Development 1” before participating in this course in order to facilitate their understanding.) Following the discussions on the basic concept and the original model of the developmental state, which are to be covered in “Politics and Development 1,” this course looks at the political economy of development in comparative historical perspective. After working on development, we would move onto other authoritarian regimes in other regions, and would also deal with other issues such as democratic transition and state capacity.

1. The developmental state: the concept
2. The developmental state: the keys (1)
3. The developmental state: the keys (2)
4. The East Asian developmental state (1) South Korea as Asia's Next Giant
5. The East Asian developmental state (2) Taiwan: Governing the Market?
6. The developmental state in comparative perspective (1)
7. The developmental state in comparative perspective (2)
8. The developmental state in comparative perspective (3)
9. The developmental state in comparative perspective (4)
10. State capacity
11. Authoritarianism and democracy
12. Case presentations by the students
13. Case presentations by the students

### **Qualification:**

Rather than merely attending and listening to the lecture, students are expected to read the papers or chapters and articles on the reading list in advance and participate in the discussion in the class. In addition, each student will be required to conduct a short case study to be presented in the class in the latter half of the course.

### **Textbook:**

Amsden, Alice H. (1989). *Asia's Next Giant: South Korea and Late Industrialization*. New York: Oxford Univ. Press.

Haggard, Stephan (1990). *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries*. Ithaca, N.Y.: Cornell University Press.

Kohli, Atul (2004). *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge: Cambridge University Press.

Wade, Robert (1990). *Governing the Market: Economic Theory and the Role of the Government in East Asian Industrialization*. Princeton: Princeton Univ. Press.

### **Suggested References:**

A list will be provided on the first day.

**Grading:**

Attendance (30% )

Class participation (30% )

Presentation and the term paper (40% )

## ***Economic Development 1***

LAU Sim Yee (Lecturer)

### **Contents of Lecture:**

Technology or technological knowledge is one of the determinants of productivity, which in turn influences economic growth. This course is about the role of technology or technological knowledge in driving economic growth. The objective is to enhance understanding of economic growth process from the perspectives of technological change. This course intends to put particular focus on newly industrialized economies in East Asia in terms of their technological capacities, and also using empirical evidences in illustrating how they have continuously climbed up the technological ladder in their development process. This course will be organized in two formats: (i) lectures and discussions; (ii) presentations of reading assignments by students. This course does not use a textbook, but lecturer will provide a set of literature to be used in lectures and students' reading assignment. Detailed course program will be provided during the orientation (first class in April).

### **Remarks:**

Beside regular lectures and presentation assignments, each student is required to submit a term paper at the end of the course. Terms of reference for term paper will be provided.

### **Textbook:**

No textbook will be used, but a set of literature for lectures and students' reading assignment will be provided (first class in April).

### **Reference:**

N. Gregory Mankiw, 2001, Principles of Economics 2nd Edition, Hartcourt College Publishers.

Richard Nelson, 1996, The Sources of Economic Growth, Harvard University Press

The World Bank, 1993, The East Asian Miracle: Economic Growth and Public Policy, Oxford University Press.

### **Grading:**

Grading for this course covers class attendance (20% ), class presentations (40% ), a term paper (40% )

## ***Economic Development 2***

LAU Sim Yee (Lecturer)

### **Contents of Lecture:**

This course is a continuation from the Spring Semester (April), while the contents are inter-related, but they are independent of each other. Technology or technological knowledge is one of the determinants of productivity, which in turn influences economic growth. This course is about the role of technology or technological knowledge in driving economic growth. The objective is to enhance understanding of economic growth process from the perspectives of technological change. This course intends to put particular focus on newly industrialized economies in East Asia in terms of their technological capacities, and also using empirical evidences in illustrating how they have continuously climbed up the technological ladder in their development process. This course will be organized in two formats: (i) lectures and discussions; (ii) presentations of reading assignments by students. This course does not use a textbook, but lecturer will provide a set of literature to be used in lectures and students' reading assignment. Detailed course program will be provided during the orientation (first class in April).

### **Remarks:**

Beside regular lectures and presentation assignments, each student is required to submit a term paper at the end of the course. Terms of reference for term paper will be provided.

### **Textbook:**

No textbook will be used, but a set of literature for lectures and students' reading assignment will be provided (first class in September).

### **Reference:**

N. Gregory Mankiw, 2001, Principles of Economics 2nd Edition, Hartcourt College Publishers.  
Richard Nelson, 1996, The Sources of Economic Growth, Harvard University Press  
The World Bank, 1993, The East Asian Miracle: Economic Growth and Public Policy, Oxford University Press.

### **Grading:**

Grading for this course covers class attendance (20% ), class presentations (40% ), a term paper (40% )

**Major Objectives of the Course:**

This course covers topics in Japanese Economy with an emphasis on the causes and consequences of structural changes in Japanese system.

One of the major objects of this course is to make clear the historical roots of current economic issues and reason behind a post-war high growth rate of Japanese economy and the reason why we experienced the lost decade after bubble burst in the early 1990s.

**Outline of the Course:**

Japanese Economy is currently under the restructuring of labor market, fiscal consolidation and a change of so-called Japanese system. This course will deal with the current economic issues, such as Japanese banking crises, quantitative easing of monetary policy, yen exchange rates policy and fiscal policy.

This course examines influences of globalization on Japanese Economy at the same time. With a liberalization of international capital restrictions, the shareholders tend to be internationalized and this made harmonize internationally corporate governance, which differs from country to country for the reason of their historical background and business practices. These phenomena make a drastic change in financial system, especially in so-called main bank system.

1. Recent Development of Japanese Economy
  - 1) Fiscal policy and monetary policy after the collapse of the Bubble Economy.
  - 2) Yen Exchange rates and the Japanese Economy
2. Historical aspects of Japanese Economy
  - 1) Rapid Growth and the Mechanism and Policies
  - 2) The end of Rapid growth
  - 3) New International Environment
  - 4) The Collapse of the Bubble Economy
  - 5) Bad loan problems and Financial system
3. Internationalization and the Japanese Economy
  - 1) Corporate Governance and the main bank system
  - 2) Internationalization and the influence on the Japanese System

**Qualification:**

This course seeks to make analysis of macro economic policy including monetary policy and fiscal policy, so the participants need to have knowledge of basic macro economic and finance theory.

The lectures will be based on materials in a book manuscript and official papers. Reading list, by class, are indicated at an orientation of the class.

Evaluation is by class attendance (40%), participation in class discussions (30%), and term paper (30%)

**Textbook:**

Nakamura, Takafusa (1995), *The Postwar Japanese Economy*, University of Tokyo press

Gordon, Andrew(2003), A Modern History of Japan Oxford Press

**Suggested Readings:**

Ito, Takatoshi (1992), The Japanese Economy, MIT Press.

Masahiko Aoki and Hugh Patrick (1994), The Japanese main bank system: its relevance for developing and transforming economies, oxford university press.

J. Robert Brown, Jr., The Ministry of Finance: bureaucratic practices and the transformation of the Japanese economy, Kazuo Sato, The transformation of the Japanese economy

James D. Malcolm, Financial globalisation and the opening of the Japanese economy

Brendan Brown; foreword by Robert Z. Aliber, The yo-yo yen: and the future of the Japanese economy

Thomas F. Cargill, Michael M. Hutchison, Takatoshi Ito, The political economy of Japanese monetary policy

Yutaka Kosai, The era of high-speed growth: notes on the postwar Japanese economy

Ryuzo Sato, Takashi Negishi, Developments in Japanese economics

### **Major Objectives of the Course:**

This course covers topics in Japanese Economy with an emphasis on the causes and consequences of structural changes in Japanese system.

One of the major objects of this course is to make clear the historical roots of current economic issues and reason behind a post-war high growth rate of Japanese economy and the reason why we experienced the lost decade after bubble burst in the early 1990s.

### **Outline of the Course:**

Japanese Economy is currently under the restructuring of labor market, fiscal consolidation and a change of so-called Japanese system. This course will deal with the current economic issues, such as Japanese banking crises, quantitative easing of monetary policy, yen exchange rates policy and fiscal policy.

This course examines influences of globalization on Japanese Economy at the same time. With a liberalization of international capital restrictions, the shareholders tend to be internationalized and this made harmonize internationally corporate governance, which differs from country to country for the reason of their historical background and business practices. These phenomena make a drastic change in financial system, especially in so-called main bank system.

1. Recent Development of Japanese Economy
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2. Historical aspects of Japanese Economy
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  - 2) The end of Rapid growth
  - 3) New International Environment
  - 4) The Collapse of the Bubble Economy
  - 5) Bad loan problems and Financial system
3. Internationalization and the Japanese Economy
  - 1) Corporate Governance and the main bank system
  - 2) Internationalization and the influence on the Japanese System

### **Qualification:**

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The lectures will be based on materials in a book manuscript and official papers. Reading list, by class, are indicated at an orientation of the class.

Evaluation is by class attendance (40%), participation in class discussions (30%), and term paper (30%)

### **Textbook:**

Nakamura, Takafusa (1995), *The Postwar Japanese Economy*, University of Tokyo press

Gordon, Andrew(2003), A Modern History of Japan Oxford Press

**Suggested Readings:**

Ito, Takatoshi (1992), The Japanese Economy, MIT Press.

Masahiko Aoki and Hugh Patrick (1994), The Japanese main bank system: its relevance for developing and transforming economies, oxford university press.

J. Robert Brown, Jr., The Ministry of Finance: bureaucratic practices and the transformation of the Japanese economy, Kazuo Sato, The transformation of the Japanese economy

James D. Malcolm, Financial globalisation and the opening of the Japanese economy

Brendan Brown; foreword by Robert Z. Aliber, The yo-yo yen: and the future of the Japanese economy

Thomas F. Cargill, Michael M. Hutchison, Takatoshi Ito, The political economy of Japanese monetary policy

Yutaka Kosai, The era of high-speed growth: notes on the postwar Japanese economy

Ryuzo Sato, Takashi Negishi, Developments in Japanese economics

## ***Environmental Policy 1***

Thomas E. JONES, Ph.D. (Assistant Professor)

### **Course description and attainment target:**

This module applies an interdisciplinary approach, blending study fields such as social sciences, ecology, law, environmental engineering, management and economics. The 1st section of the module addresses 4 core environmental policy themes followed by a group practicum. The 2nd section focuses on 3 specific topics while the 3rd section concentrates on protected areas.

Each lecture uses Powerpoint presentations supported by handouts and supplemented with case study examples, in which a dilemma is presented and its parameters defined. Domestic and international examples allow a fuller understanding of the diverse perspectives involved with environmental issues.

The 3 principal attainment targets are to:-

- 1) enhance students' critical thinking and decision-making skills in the arena of environmental policy-making,
- 2) foster an ability to troubleshoot real-world issues in a rational and comprehensive manner and
- 3) improve core English abilities related to environmental issues.

※ This module will be followed by Environmental Policy II

### **Course content:**

1st Orientation lecture.

- Overview of core philosophies from early environmental thinking to sustainability principle.

2nd Environmental policy 1.1 (history)

- Overview of environmental history via environmentalism's first and second waves.

3rd Environmental policy 1.2 (governance)

- Public goods, common property, common property regimes and non-exclusion.

4th Environmental policy 1.3 (impact)

- Rapid development and market failure. Introduction to externalities. Pollution case studies; domestic and international; water and air.

5th Environmental policy 1.4 (policy response)

- Policy responses and practical methods of combating different types of pollution.

6th Group practicum

- Group practicum focusing on the decision-making process in environmental policy implementation.

7th Land management policy

- Different types of regulation on land use and development. Large-scale development such as resort projects and public works.

8th Coastal and ocean policy

- Coastal zone management and ocean treaties. Diverse issues from carbon sinks to overfishing.

9th Protected areas 1.1 (natural resource governance)

- Paradigm shift from 'eco-islands' to community-based conservation and ecosystem management.

10th Protected areas 1.2 (management theory)

- Theories of zoning; IUCN categories and other definitions; ownership and administration.

11th Protected areas 1.3 (management in practice)

- Strategies for sustainable development; monitoring and marketing protected areas.

12th Sustainable development

- Depopulation counterstrategies to the 'shrinking regions' issue. Regional revitalization; sustainable development.

13th & 14th Presentations

- Reserved for presentations

### **Remarks and Preparation for the course:**

There will be a sign-up sheet for the Presentation passed around the class during Week 1.

The order of final presentations will be designated accordingly and the Title and presentation structure should be finalized by appointment with the lecturer by Week 9 at the latest.

### **Text books**

Core reading from Kraft, M.E. (2010) Environmental policy and politics.

New York; Tokyo: Pearson / Longman 5th ed.

### **Further Readings**

- Anholt, S. (2008) Place branding: Is it marketing, or isn't it? in Place Branding and Public Diplomacy, vol. 4-1, pp.1-6
- Barrett, B.F.D. and Therivel, R. (1991) Environmental policy and impact assessment in Japan, London: Routledge
- Foljanty-Jost, G. (2005) NGOs in Environmental Networks in Germany and Japan: The Question of Power and Influence, Social Science Japan Journal, Vol. 8-1, pp. 103-117
- Guha, R. (2000) Environmentalism, A Global History, Longman World History Series
- Hiwasaki, L. (2005), Toward Sustainable Management of National Parks in Japan: Securing Local Community and Stakeholder Participation, Environmental Management, vol. 35-6, pp.753-764
- Imura, H. and Schreuers. M.A. (2005) Environmental Policy in Japan, Edward Elgar
- Job, H. (2008) Estimating the regional economic impact of tourism to national parks - two case studies from Germany, GAIA, Vol. 17, No.1, pp. 134-142
- Jones, T., Nagata, S., Nakajima, M. and Masuyama, K. (2009) Prefectural Branding in Japan ? Tourism, National Parks and the Shinshu Brand, Journal of Place Branding and Public Diplomacy, Palgrave Macmillan, vol. 5-3, pp.192- 201
- Jordan A (2008) The governance of sustainable development: taking stock and looking forwards, Environment and Planning C: Government and Policy 26(1) 17 ? 33
- Knight, J. (2000) From Timber to Tourism: Re-commoditizing the Japanese Forest, Development and Change, Vol. 31, No. 1, pp. 341-359
- Kohl, J. (2005) Putting Environmental Interpretation to Work for Conservation in a Park Setting: Conceptualizing Principal Conservation Strategies in Applied Environmental Education and Communication: an International Journal, Volume 4, No. 1, pp. 43-54 (2010) 5th
- Ostrom, E (1990) Governing the Commons: The Evolution of Institutions for Collective Action Cambridge University Press:
- Paletto, A., Sereno, C., and Furuido, H. (2008) Historical evolution of forest management

in Europe and in Japan, Bulletin of the Tokyo University Forests, Vol. 119 pp.25-44

• Slee, B. (2006) The scope for reconciling public good and private forestry

in the United Kingdom, Small-Scale Forestry, Springer Netherlands, pp. 1873-7617

• Totman, C. (1989) The Green Archipelago: Forestry in Preindustrial Japan.

University of California Press

• Warren, C. (2002) Managing Scotland's environment, Edinburgh: Edinburgh University Press

### **Grading policy:**

20% - Class attendance and active participation in discussions.

20% - Relevant and active participation in Group practicum (Week 6).

30% - Presentation (Weeks 13-14).

30% - Final research paper (Title and structure must be approved by Week 9 at the latest).

※ In cases where final research paper is not submitted on time, the candidate will receive a grade of zero for that assignment unless a prior extension has been granted.

※ Lap top computers, dictionaries and other electronic learning devices are allowed, but mobile phones must be turned off during class.

## ***Environmental Policy 2***

Thomas E. JONES, Ph.D. (Assistant Professor)

### **Course description and attainment target**

Building on Environmental Policy I, this module applies an interdisciplinary approach, blending study fields such as social sciences, ecology, law, environmental engineering, management and economics. The 1st section of the module addresses 4 core environmental policy themes followed by a group practicum. The 2nd section focuses on environmental politics, climate change and protected areas.

Each lecture uses Powerpoint presentations supported by handouts and supplemented with case study examples, in which a dilemma is presented and its parameters defined. Domestic and international examples allow a fuller understanding of the diverse perspectives involved with environmental issues.

The 3 principal attainment targets are to:-

- 1) enhance students' critical thinking and decision-making skills in the arena of sustainable policy-making,
- 2) foster an ability to troubleshoot real-world issues in a rational and comprehensive manner and
- 3) improve core English abilities related to environmental issues.

※ This module will be preceded by Environmental Policy 1

### **Course content**

1st Orientation lecture.

- Review of Environmental Policy 1 and outline of Environmental Policy 2. Population and the environment.

2nd Environmental policy 2.1 (ethics)

- Government and politics. Consumer sentiment; dam-building and animal rights vs 'green-washing'.

3rd Environmental policy 2.2 (governance)

- Public goods, private/common property rights and the theory of common pool resources (CPRs).

4th Environmental policy 2.3 (theory)

- Externality of environmental problems. Post-Kyoto protocol; emissions trading and carbon taxes.

5th Environmental policy 2.4 (policy tools)

- Overview of environmental policy tools and policy in action; centralized vs decentralized models.

6th Group practicum

- Group practicum on different interpretations of environmental policy in different countries.

7th Environmental politics I

- The environmental movement and networks of power; the role of government and NGOs; top-down and bottom-up paradigms.

8th Environmental politics II

- An analysis of core political institutions and their capacity to promote sustainability.

9th Climate change I

- Climate change basics; the greenhouse effect and other symptoms.

10th Climate change II

- Global governance; the potential for international cooperation on climate change.

11th Protected areas 2.1 (management)

- Practical management of protected areas; integrational and segregational national parks.

12th Protected areas 2.2 (from the field)

- Promoting sustainable use; placement strategies that leverage protected areas' potential to imbue stewardship.

13th & 14th Presentations

- Reserved for presentations

### **Remarks and Preparation for the course**

There will be a sign-up sheet for the Presentation passed around the class during Week 1.

The order of final presentations will be designated accordingly and the Title and presentation structure should be finalized by appointment with the lecturer by Week 9 at the latest.

### **Text books**

Core reading from Beder, S. (2006) Environmental principles and policies: an interdisciplinary introduction. Earthscan Publications Ltd.

### **Further Readings**

- Anholt, S. (2008) Place branding: Is it marketing, or isn't it? in Place Branding and Public Diplomacy, vol. 4-1, pp.1-6
- Barrett, B.F.D. and Therivel, R. (1991) Environmental policy and impact assessment in Japan, London: Routledge
- Foljanty-Jost, G. (2005) NGOs in Environmental Networks in Germany and Japan: The Question of Power and Influence, Social Science Japan Journal, Vol. 8-1, pp. 103-117
- Guha, R. (2000) Environmentalism, A Global History, Longman World History Series
- Hiwasaki, L. (2005), Toward Sustainable Management of National Parks in Japan: Securing Local Community and Stakeholder Participation, Environmental Management, vol. 35-6, pp.753-764
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- Job, H. (2008) Estimating the regional economic impact of tourism to national parks - two case studies from Germany, GAIA, Vol. 17, No.1, pp. 134-142
- Jones, T., Nagata, S., Nakajima, M. and Masuyama, K. (2009) Prefectural Branding in Japan – Tourism, National Parks and the Shinshu Brand, Journal of Place Branding and Public Diplomacy, Palgrave Macmillan, vol. 5-3, pp.192- 201
- Jordan A (2008) The governance of sustainable development: taking stock and looking forwards, Environment and Planning C: Government and Policy 26(1) 17 – 33
- Knight, J. (2000) From Timber to Tourism: Re-commoditizing the Japanese Forest, Development and Change, Vol. 31, No. 1, pp. 341-359
- Kohl, J. (2005) Putting Environmental Interpretation to Work for Conservation in a Park Setting: Conceptualizing Principal Conservation Strategies in Applied Environmental Education and Communication: an International Journal, Volume 4, No. 1, pp. 43-54
- Kraft, M.E. (2010) Environmental policy and politics. New York; Tokyo: Pearson/Longman, 5th ed
- Ostrom, E (1990) Governing the Commons: The Evolution of Institutions for Collective Action Cambridge University Press
- Paletto, A., Sereno, C., and Furuido, H. (2008) Historical evolution of forest management in Europe and in Japan, Bulletin of the Tokyo University Forests, Vol. 119 pp.25-44

- Slee, B. (2006) The scope for reconciling public good and private forestry in the United Kingdom, *Small-Scale Forestry*, Springer Netherlands, pp. 1873-7617
- Totman, C. (1989) *The Green Archipelago: Forestry in Preindustrial Japan*. University of California Press
- Warren, C. (2002) *Managing Scotland's environment*, Edinburgh: Edinburgh University Press

### **Grading policy**

20% - Class attendance and active participation in discussions.

20% - Relevant and active participation in Group practicum (Week 6).

30% - Presentation (Weeks 13-14).

30% - Final research paper (Title and structure must be approved by Week 9 at the latest)

※ In cases where final research paper is not submitted on time, the candidate will receive a grade of zero for that assignment unless a prior extension has been granted.

※ Lap top computers, dictionaries and other electronic learning devices are allowed, but mobile phone, must be turned off during class.

**Course description and attainment target**

Sustainable development will be the common interest of the class 1 and 2. To understand sustainable development and its function, class will cover the followings. First, students will follow the textbook to learn the essence of the basic theory of Environmental Economics. Second, students will be instructed to focus on the significant features of the Japanese policy and experiences to the extent. Japan had experienced severe environmental pollution during a high-growth period and had challenged to introduce environment-friendly social system. (this topic would be especially suggestive for the students of the developing countries). Last, this class will invite the guest speakers so that students could be off the reading, benefit the sense of the wealth of information and research that has been undertaken on a topic. In class 1, we will cover the first half of the textbook, more focused on the theoretical aspects of the basic environmental economics. Students will also learn about devastating "Minamata Disease" which is still one of the most controversial incidents of the Japanese history. Schedule is subject to be changed depending on the number of the students and their background.

**Course content**

## 1st INTRODUCTION

Overview of the whole contents and class schedule.

## 2nd BASIC IDEA OF ENVIRONMENT AND ECONOMICS

Understand the basic points of the environmental economics covering Ch.1.

## 3rd ENVIRONMENT &amp; ETHICS

Focus on the ethical aspect of environmental issues and share ideas among the class. Cover Ch.2.

## 4th POPULATION, ECONOMIC GROWTH AND SUSTAINABILITY

Study the basic concept of the "Sustainable Development" and its relationship with economic and population growth covering Ch.3 & 4.

## 5th MARKET SYSTEM AND ENVIRONMENT

Read the essence of Ch.5, 10, 11 & 12 and understand advantage and disadvantage of the market system for solving environmental issues.

## 6th GOVERNMENT ROLE ON THE ENVIRONMENT AND ITS FAILURE

Needs on providing public goods such as well controlled natural environment and find out the reason on government's failure, covering Ch.6.

## 7th HOW GOVERNMENTS FAIL? JAPANESE EXPERIENCES

Development of the rural area during '60s-'80s and understanding how the government failed to protect or enhance the environmental value.

## 8th MIDTERM PRESENTATION BY STUDENTS--details will be announced during the 1st week of class.

## 9th COST AND BENEFIT OF ENVIRONMENT

Covering Ch.7. Understand the basic idea of Cost and Benefit Analysis.

## 10th HOW MUCH IS THE ENVIRONMENT?

How to count the cost or benefit of the environmental factor. Covering Ch.8 & 9. Take a look at some techniques and measures to count the environmental value.

11th MINAMATA DISEASE, JAPANESE EXPERIENCE

Japan's experience on Minamata Disease during '60s-'70s. Watching DVD, discuss the issue in terms of economical and ethical points of view.

12th ECONOMIC GROWTH AND ENVIRONMENT IN THE DEVELOPING COUNTRIES

Based on the study of the 11th week, class will take a look at some environmental pollution cases in the developing countries. A guest speaker will be invited.

13th RESERVED FOR THE PRESENTATIONS

**Remarks and Preparation for the course**

Students should read the relevant chapters of the textbook prior to the class. Active participation is welcome.

**Text books**

R. Kerry Turner, David Pearce & Ian Bateman, Environmental Economics: An Elementary Introduction, The Johns Hopkins University Press

**Suggested Readings**

TBA

**Grading policy**

Presentation:20%

Attitude:30%

Examination:50%

**Course description and attainment target**

Sustainable development will be the common interest of the class 1 and 2. To understand sustainable development and its function, class will cover the followings. First, students will follow the textbook to learn the essence of the basic theory of Environmental Economics. Second, students will be instructed to focus on the significant features of the Japanese policy and experiences to the extent. Japan had experienced severe environmental pollution during a high-growth period and had challenged to introduce environment-friendly social system. (this topic would be especially suggestive for the students of the developing countries). Last, this class will have the guest speakers so that students could be off the reading, benefit the sense of the wealth of information and research that has been undertaken on a topic. In class 2, class will focus more on ongoing active topics such as environmental management in business world or framework of the global environmental issues. We will also spend some time on learning environmental and social consideration process of Japanese ODA during the last part of the semester. Schedule is subject to be changed depending on the number of the students and their background.

**Course content**

## 1st INTRODUCTION

Orientation of the class and its schedule

## 2nd BUSINESS AND ENVIRONMENT

Focus on business sector: Negative impact to the environment and study. What is environmental management system? Cover Ch.17.

## 3rd INDUSTRIAL ECOLOGY

Environmental standards and waste management system: One of the most crucial environmental issues in the business sector, Cover Ch. 13, 14 & 18.

## 4th RURAL AMENITY AND DEVELOPMENT IN JAPANESE LOCAL AREA

Understand historical circumstance of Japanese domestic development in rural area. Introducing some Japanese favorite animation picture.

## 5th HISTORY OF ENVIRONMENTAL ASSESSMENT IN JAPAN

Introducing institutional feature of the environmental assessment in Japan. Discuss development and protection of the natural environment.

## 6th ENERGY AND RESOURCE ISSUE

Reading the essence of Ch.15 & 16 following the recent trend of natural energy and resource. Discuss its pros and cons.

## 7th INTERNATIONAL ENVIRONMENTAL POLICY

Study the basic structure and discussion points of the framework of climate change, bio diversity and ozone layer protection. Cover Ch. 19, 20, 21 & 22. A guest speaker will be invited.

## 8th MIDTERM PRESENTATION BY STUDENTS--details will be announced during the 1st week of the class.

## 9th INTERNATIONAL GOVERNANCE AND ENVIRONMENT

What is governance? Why it is so important for sustainable development? Introduction of some recent theoretical framework.

10th ODA AND ENVIRONMENTAL CONSIDERATION 1

Covering Ch.23, introduction of the basic idea of JICA's "Environmental and Social Consideration Guidelines" and understand the feature of its process.

11th ODA AND ENVIRONMENTAL CONSIDERATION 2

Study environmental and social consideration process in reality providing some typical case study. Discuss pros and cons ODA's environmental protection.

12th ROLE OF NGOS FOR ENVIRONMENT

To understand environmental governance and non-government sector playing one of the key roles. Learning the essence form the guest speaker.

13th RESERVED FOR PRESENTATIONS

**Remarks and Preparation for the course**

Students should read the relevant chapter of the textbook prior to the class. Active participation is welcome.

**Text books**

R. Kerry Turner, David Pearce & Ian Bateman, Environmental Economics: An Elementary Introduction, The Johns Hopkins University Press

**Suggested Readings**

TBA

**Grading policy**

Presentation:20%

Attitude:30%

Examination:50%

## ***Environmental Assessment***

Thomas E. JONES, Ph.D. (Assistant Professor)

### **Course description and attainment target**

This module advocates a strategic approach which can yield prompt, hands-on assessments based on best scientific practise. By instilling environmental basics that are legitimate and relevant to decision-making processes, the module will offer skills that facilitate collaboration between a wide range of stakeholders.

Each lecture uses Powerpoint presentations supported by handouts and case study examples, both domestic and international, which allow a fuller understanding of the diverse perspectives involved. The aim is to familiarize students with the systematic process for predicting, and evaluating the environmental impact of a proposed project; not to impart the full range of assessment skills as such, but to make students aware of the pros and cons of the different tools which policy-makers use to assess environmental impacts.

The 4 principal attainment targets are to provide:-

- 1) a broad understanding of environmental impacts and
- 2) the appropriate techniques and processes applied to assess them according to international standards.

The module will thereby

- 3) improve related English language abilities and
- 4) enhance students' decision-making skills in the arena of environmental assessment.

### **Course content**

1st Orientation lecture.

- Overview of core philosophies in environmental assessment. Course outline.

2nd Introduction to resource economics

- Definitions of sustainability; perpetual resources vs exhaustibility.

3rd Valuing environmental benefits and impacts

- Opportunity costs; expressed/revealed preferences; contingent method.

4th Environmental justice & regulation

- Market-based vs. command/control; penalties vs. incentives.

5th Risk assessment & risk management

- Current EPA methods (air emissions/hazardous waste disposal).

6th Group practicum

- Group practicum involving participative and interactive evaluation of current environmental assessment site. Scenario with roleplay.

7th Environmental assessments I (US)

- Emergence of National Environmental Policy Act (NEPA).

8th Environmental assessments II (EU)

- Strategic Environmental Assessment (SEA) directive.

9th Environmental assessments III (Asia)

- Japan's EIA law; China's State Environmental Protection Administration (SEPA).

10th Biodiversity and the Endangered Species Act

- International fish & wildlife trade; Spotted Owl case.

11th Setting standards: the ecosystem approach

- Integrated resource planning and management.

12th Assessing protected areas

- Monitoring and regulation of protected areas.

13th & 14th Presentations

- Reserved for presentations.

### **Remarks and Preparation for the course**

There will be a sign-up sheet for the Presentation passed around the class during Week 1.

The order of final presentations will be designated accordingly and the Title and presentation structure should be finalized by appointment with the lecturer by Week 9 at the latest.

### **Text books**

Core reading from Holder J., and McGillivray, D. (Eds) (2007) Taking stock of environmental assessment: law, policy and practice, Routledge-Cavendish

### **Suggested Readings**

- Beder, S (2006) Environmental Principles and Policies: An Interdisciplinary Introduction. Earthscan Publications Ltd.
- Barrett, B.F.D. and Therivel, R. (1991) Environmental policy and impact assessment in Japan, London: Routledge
- Imura, H. and Schreuers. M.A. (2005) Environmental Policy in Japan, Edward Elgar
- Jordan A (2008) The governance of sustainable development: taking stock and looking forwards, Environment and Planning C: Government and Policy 26(1) 17 – 33
- Kobori, H. and Primack, R. B. (2003) Participatory Conservation Approaches for Satoyama, the Traditional Forest and Agricultural Landscape of Japan, AMBIO: A Journal of the Human Environment, Vol. 32, No.4, pp. 307–311
- Kraft, M.E. (2010) Environmental policy and politics. New York; Tokyo: Pearson/Longman, 5th ed
- Ostrom, E (1990) Governing the Commons: The Evolution of Institutions for Collective Action Cambridge University Press
- Slee, B. (2006) The scope for reconciling public good and private forestry in the United Kingdom, Small-Scale Forestry, Springer Netherlands, pp. 1873-7617
- Winfield, M. (2010) Policy Instruments in Canadian Environmental Policy, in Canadian Environmental Policy and Politics: Prospects for Leadership and Innovation, VanNijnatten D.L. and Boardman, R. eds. Toronto: OUP Canada
- Vogel, D. (2000) Environmental Regulation and Economic Integration. Journal of International Economic Law 3, no. 2: 267-279.

### **Grading policy**

20% - Class attendance and active participation in discussions.

20% - Relevant and active participation in Group practicum (Week 6).

30% - Presentation (Weeks 13-14).

30% - Final research paper (Title and structure must be approved by Week 9 at the latest)

※ In cases where final research paper is not submitted on time, the candidate will receive a grade of zero for that assignment unless a prior extension has been granted.

※ Lap top computers, dictionaries and other electronic learning devices are allowed, but mobile phone, must be turned off during class.

## ***Community Policy and Management 1***

Rosario LARATTA, Ph.D. (Assistant Professor)

### **Course description and attainment target**

What we focus on becomes our reality, if we focus on what is wrong or what's missing, we tend to see everything through that filter or frame. Peter Kenyon.

In this course students will explore the asset based community development (ABCD) approach and will learn how within this framework community strengths and skills are mobilized to address important community issues. In order for local governments to understand community strengths and skills, as well as important community issues, asset mapping and community consultation is essential. An asset based community development framework adopts the view that: 1) all community members have skills and strengths; 2) community members are best placed to identify community issues and solutions; 3) community connections are critical; 4) action must be community centred (i.e. action driven from the inside out).

The course will be divided in four parts, each exploring one stage of the ABCD framework: a) Partnerships – sourcing, encouraging and growing diverse partnerships within communities; b) Participation – providing a range of opportunities for genuine community participation; c) Community agenda – remaining community (inside out) focused; d) Evaluation – using methods of evaluation that include impact on participants.

### **Course content (by class)**

1st Need Based approach to Community Development

What is a Need-Based Approach to community development? What are its limitations?

2nd Asset Based approach to Community Development I

What is an Asset-Based community development approach?

3rd Asset Based approach to Community Development II

What are the advantages of using it?

4th ABCD tools

How do we use it in practice?

5th Video + Presentations on ABCD approach

One or more students will make a presentation on assigned readings on ABCD approach. A short video on ABCD will be showed during this class

6th The role of public officials in Community Capacity Building I

How can local governments use the ABCD tools?

7th The role of public officials in Community Capacity Building II

Citizens Engagement in decision-making policies and Empowerment as a duty to involve for public officials in local governments.

8th Case studies of local authorities community development

Students will learn from successful stories of local governments in developing countries which used the ABCD approach in a effective way.

9th Video + Presentations on Community Capacity Building

One or more students will make a presentation on assigned readings on community engagement as a

duty to involve for public officials. A short video on the topic will be showed during this class.

10th Co-production in public servises I

What is the balance between service user, the public sector and the third sector?

11th Co-production in public services II

Consumer-Coproduction; Citizen Coproduction; Enhanced Co-production

12th Case studies of Time Banking and Partecipatory Budgeting

Students will look at cases of community driven development such as partecipatory planning and partecipatory budgeting

13th Video + Presentations on Co-production

One or more students will make a presentation on assigned readings on aspects of community driven development. A short video on the topic will be showed during this class.

### **Remarks and Preparation for the course**

This course is a research seminar in which students will work towards a final paper. Requirements are as follows:

1. Presentation, to be given during weeks 5/9/13. Each student must sign up to present during one of these weeks. Presentations are to be collective(if there are enough students to do so); students presenting on a particular week should meet ahead of the class to discuss how to frame the issues raised in the readings in a way that will provoke further discussion.
2. The final research paper, from 15-25 double-spaced pages, due on the day of the final exam.
3. In addition, all students are expected to participate actively in class discussions and in critiques of each other's papers and presentations.

A signup sheet for the presentations will be passed around on the first day of class. Based on this, the instructor will post the schedule of presentations and student email addresses so everyone can see who will also be presenting on the same week and contact them.

### **Text books**

For this course a dropbox will be created online. During the first class you will be given a password and an ID to access online to this dropbox. From there you will be able to download all the readings for each week.

### **Suggested Readings**

Book: The ABCD in Action Edited By: Mike Green;

Book: The Careless Society: Community And Its Counterfeits Edited By: John McKnight

Book: The Well-Connected Community: A Networking Approach to Community Development Edited By: Alison Gilchrist

### **Grading policy**

Presentation: 30% Final Paper: 50% Active Participation in Class discussion: 20%

## ***Community Policy and Management 2***

Rosario LARATTA, Ph.D. (Assistant Professor)

“All human existence throughout history, from ancient Eastern and Western societies up through the present day, has strived toward community, toward coming together. That movement is as inexorable, as irresistible, as the flow of a river toward the sea.”

-John Lewis, *Walking with the Wind*-

### **COURSE DESCRIPTION**

What is community? What makes neighborhoods strong, safe, healthy, vibrant and inclusive? For more than a century, city-dwellers have been tackling these challenges. The first part of the course will focus on community building work, especially that which involves “asset-based community development” on public policy perspectives which support local citizens’ involvement and empowerment. The second part of the course will explore the role of government in community capacity building and provide practical suggestions and advice on how authorities within local government can meet their statutory responsibilities under the duty to involve their local community. The third part of the course will examine the relationship between community-based organizations and government. It will examine the tensions and constraints which often obstacle the development of partnerships between these two sectors. The course will conclude by looking at the future of community policy and management, especially entrepreneurship as a community development strategy and the financial cooperative approaches to local development.

### **REQUIREMENTS**

This course is a research seminar in which students will work towards a final paper. Requirements are as follows:

1. Presentation 1, to be given during weeks 3-8, based on the course readings for that week. Each student must sign up to present during one of these weeks. Presentations are to be collective (it depends on how many students); students presenting on a particular week should meet ahead of the class to discuss how to frame the issues raised in the readings in a way that will provoke further discussion.  
(20 percent of the final grade.)
2. An outline of a research paper topic, due prior to week 9, which I must approve. The paper must fit the objective of the course. It is very important to begin work on the paper early in the semester, and to have something substantive to say about the topic by the time of Presentation 2(see below).  
(10 percent of the final grade.)
3. Presentation 2, to be given individually, on the subject of the research paper, during weeks 9-14  
(20 percent of the final grade.)
4. The final research paper, from 15-25 double-spaced pages, due on the day of the final exam.  
(40 percent of the final grade.)
5. In addition, all students are expected to participate actively in class discussions and in critiques of each other’s papers and presentations.  
(10 percent of final grade.)

A signup sheet for presentations 1 and 2 will be passed around on the first day of class. Based on this, I will post the schedule of presentations and student email addresses so you can see who will also be presenting your week and contact them.

## **SUGGESTED BOOK**

- John P. Kretzmann and John L. McKnight, Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, Evanston, IL: Institute for Policy Research. (I have ordered it so it should be in your library in a few days, if it is not already in).

### **REQUIRED READINGS:**

- For this course a dropbox has been created online. During the first class you will be given a password and an ID to access online to this dropbox. From there you will be able to download all the readings for each week.

## **SCHEDULE FOR THE COURSE:**

### **WEEK 1, INTRODUCTORY LECTURE. REGENERATING COMMUNITIES**

- John McKnight REGENERATING COMMUNITY
- John McKnight A TWENTY-FIRST CENTURY MAP FOR HEALTHY COMMUNITIES AND FAMILIES
- Jim Cavaye UNDERSTANDING COMMUNITY DEVELOPMENT
- Dudley street neighborhood initiative A REAL WORLD EXAMPLE OF A SUCCESSFUL COMMUNITY DEVELOPMENT PROJECT

### **WEEK 2, ASSET-BASED-COMMUNITY-DEVELOPMENT(ABCD) APPROACH**

- Cormac Russell and Ted Smeaton FROM NEEDS TO ASSETS: CHARTING A SUSTAINABLE PATH TOWARDS DEVELOPMENT IN SUB-SAHARAN AFRICAN COUNTRIES
- John McKnight and John P. Kretzmann MAPPING COMMUNITY CAPACITY
- BOOKLET AGENTS RATHER THAN PATIENTS: REALIZING THE POTENTIAL FOR ASSET-BASED COMMUNITY DEVELOPMENT
- John P. Kretzmann AND Michael B. Green BUILDING THE BRIDGE FROM CLIENT TO CITIZEN: A COMMUNITY TOOLBOX FOR WELFARE REFORM
- Tara O'Leary ASSET BASED APPROACHES TO RURAL COMMUNITY DEVELOPMENT

### **WEEK 3, BUILDING COMMUNITY CONNECTIONS**

- Susan A. Rans HIDDEN TREASURES: BUILDING COMMUNITY CONNECTIONS BY ENGAGING THE GIFTS OF PEOPLE ON WELFARE, PEOPLE WITH DISABILITIES, PEOPLE WITH MENTAL ILLNESS, OLDER ADULTS, YOUNG PEOPLE
- Mary O'Connell THE GIFT OF HOSPITALITY: OPENING THE DOORS OF COMMUNITY LIFE TO PEOPLE WITH DISABILITIES
- John McKnight ET.AL COMMUNITY BUILDING IN LOGAN SQUARE HOW A COMMUNITY GREW STRONGER WITH THE CONTRIBUTIONS OF PEOPLE WITH DISABILITIES

### **WEEK 4, COMMUNITY MENTAL HEALTH IN ITALY: 30 YEARS AFTER BASAGLIA**

- AN ABCD APPROACH: CLUBHOUSES FOR MENTALLY DISABLED PEOPLE
- A POWERPOINT PRESENTATION WILL BE AVAILABLE TO STUDENT A WEEK BEFORE THIS CLASS AND A VIDEO RELATED TO THE SUBJECT OF THIS LECTURE WILL BE SHOWED TO YOU DURING THE CLASS.

### **WEEK 5, DISCOVERING COMMUNITY POWER**

- John P. Kretzmann and John L. McKnight VOLUNTARY ASSOCIATIONS IN LOW-INCOME NEIGHBORHOODS: AN UNEXPLORED COMMUNITY RESOURCE
  - John P. Kretzmann and John L. McKnight DISCOVERING COMMUNITY POWER: A GUIDE TO MOBILIZING LOCAL ASSETS AND YOUR ORGANIZATION'S CAPACITY
  - Deborah L. Puntenney A GUIDE TO BUILDING SUSTAINABLE ORGANIZATIONS FROM THE INSIDE OUT: AN ORGANIZATIONAL CAPACITY-BUILDING TOOLBOX FROM THE CHICAGO FOUNDATION FOR WOMEN
  - Deborah L. Puntenney A GUIDE TO MAPPING LOCAL BUSINESS ASSETS AND MOBILIZING LOCAL BUSINESS CAPACITIES
  - Dacia Chrzanowski, Susan Rans and Raymond Thompson BUILDING MUTUALLY-BENEFICIAL RELATIONSHIPS BETWEEN SCHOOLS AND COMMUNITIES: THE ROLE OF A CONNECTOR
- WEEK 6, APPLYING ABCD APPROACH IN DEPRIVED AREAS
- Brianne Peters, Mengistu Gonsamo, Samuel Molla and Alison Mathie APPLYING AN ASSET-BASED COMMUNITY DEVELOPMENT (ABCD) APPROACH IN ETHIOPIA
  - Innocent Chirisa PROSPECTS FOR THE ASSET-BASED COMMUNITY DEVELOPMENT APPROACH IN EPWORTH AND RUWA, ZIMBABWE: A HOUSING AND ENVIRONMENTAL PERSPECTIVE
- WEEK 7, THE ROLE OF GOVERNMENT IN COMMUNITY CAPACITY BUILDING
- Jim Cavaye THE ROLE OF GOVERNMENT IN COMMUNITY CAPACITY BUILDING
  - Michael Pitchford, T Archer AND S Ramsden THE DUTY TO INVOLVE: MAKING IT WORK
- WEEK 8, CO-PRODUCTION
- Tony Bovaird BEYOND ENGAGEMENT AND PARTICIPATION: USER AND COMMUNITY CO-PRODUCTION OF SERVICES
  - Diana Mitlin WITH AND BEYOND THE STATE – CO-PRODUCTION AS A ROUTE TO POLITICAL INFLUENCE, POWER AND TRANSFORMATION FOR GRASSROOTS ORGANIZATIONS
  - Elke Löffler WHY CO-PRODUCTION IS AN IMPORTANT TOPIC FOR LOCAL GOVERNMENT
- WEEK 9, COMMUNITY BASED ORGANIZATIONS AND GOVERNMENT: AUTONOMY AND ACCOUNTABILITY TENSION
- Richard Boyle MAINTAINING VOLUNTARY SECTOR AUTONOMY WHILE PROMOTING PUBLIC ACCOUNTABILITY: MANAGING GOVERNMENT FUNDING OF VOLUNTARY ORGANISATIONS
  - Rosario Laratta AUTONOMY AND ACCOUNTABILITY IN SOCIAL SERVICES NONPROFITS: JAPAN AND UK.
  - Najam, A. NGO ACCOUNTABILITY: A CONCEPTUAL FRAMEWORK
  - Najam, A. THE FOUR-CS OF THIRD SECTOR-GOVERNMENT RELATIONS: COOPERATION, CONFRONTATION, COMPLEMENTARITY, AND CO-OPTATION
- WEEK 10, CAN ORGANIZATIONAL CULTURE BE A CONSTRAINT TO COMMUNITY ENGAGEMENT?.
- Rosario Laratta, ETHICAL CLIMATE IN NONPROFIT ORGANIZATIONS: A COMPARATIVE STUDY
  - Rosario Laratta, ETHICAL CLIMATE AND ACCOUNTABILITY IN NONPROFITS: A COMPARATIVE STUDY BETWEEN JAPAN AND UK.
  - Rosario Laratta, ETHICAL CLIMATE IN NONPROFIT AND GOVERNMENT SECTORS: A STUDY BETWEEN JAPAN AND UK.
- WEEK 11, ENTREPREUNERSHIP AS A COMMUNITY DEVELOPMENT STRATEGY
- Takanori Miyake and Kei Kawashima, CASES OF SOCIAL INNOVATION IN JAPAN
  - Rosario Laratta, THE SPREAD OF SOCIAL ENTERPRISES IN JAPAN

• Ellen Stiefvater, ENTREPRENEURIAL COMMUNITY DEVELOPMENT EXPLORING EARNED-INCOME ACTIVITIES AND STRATEGIC ALLIANCES FOR COMMUNITY-DEVELOPMENT NONPROFITS

WEEK 12, FINANCIAL COOPERATIVE APPROACHES TO LOCAL DEVELOPMENT THROUGH SUSTAINABLE INNOVATION

• IN THIS CLASS WE WILL DRAW ON SOME OF THE PAPERS WHICH WERE PRESENTED AT THE SECOND EURICSE CONFERENCE ON COOPERATIVE FINANCE AND SUSTAINABLE DEVELOPMENT. THIS WAS HELD IN TRENTO, ITALY, IN JUNE 2010. AMONG THEM THERE IS ONE WHICH I PRESENTED TOGETHER WITH A JAPANESE COLLEAGUE: Sachiko Nakagawa and Rosario Laratta HOW CAN CO-OPERATIVE BANKS SPREAD A SPIRIT OF CO-OPERATION IN DEPRIVED COMMUNITIES?

WEEK 13 AND 14, RESERVED FOR PRESENTATIONS

## ***Regional Planning 1***

Jinichiro Yabuta Ph.D. (Visiting Professor)

### **Course description and attainment target**

The course will provide knowledge and understanding on the regional development with a stress on planning. The course comprises mainly three parts: Introduction, Case Studies and Exchange of Country Experiences and Ideas. This course is basically practice-oriented, case-based and participatory. At the end of the course, the participants are expected to be able to review and assess relevant developmental experience in their own country in the light of the course topic.

### **Course content**

#### 1st Regional development 1

Discuss the role of regional development in national development.

#### 2nd Regional development 2

Discuss the role of regional development in strengthening capacity of people and organizations at the local level

#### 3rd Method of regional planning

Introduce practical method and process of regional planning especially in the developing countries

#### 4th Case in Cambodia 1

Introduce a process of regional planning with a focus on environment versus development

#### 5th Case in Cambodia 2

Discuss strategies to balance environment and development with a focus on tourism promotion

#### 6th Case in China

Introduce a process of making consensus among stakeholders on urban/regional development strategies

#### 7th Case in Thailand

Introduce analytical techniques for regional planning

#### 8th Case in Japan

Discuss the process to identify problems and issues in a case city/region in Japan

#### 9th Problem identification 1

The participants try a group exercise of problem identification based on the case in Japan above.

#### 10th Problem identification 2

The participants present results of the exercise and exchange opinions based on the results

#### 11th Country presentation 1

The participants present planning of policy/program/projects in respective countries of their own and exchange experience and ideas

#### 12th Country presentation 2

Same as above

#### 13th Country presentation 3

Same as above

### **Grading policy**

Report 25% , Attendance/Attitude 50% and Presentation 25%

## ***Regional Planning 2***

Jinichiro Yabuta Ph.D. (Visiting Professor)

### **Course description and attainment target**

The course will provide knowledge and understanding on the regional development with a stress on implementation experience in Japan. The course comprises mainly three parts: Introduction, Sector Programs and Exchange of Country Experiences and Ideas. This course is basically practice-oriented, case-based and participatory. At the end of the course, the participants are expected to be able to review and assess relevant developmental experience in their own country in the light of the course topic.

### **Course content**

1st Local administration and finance

Introduce structure of local administration and finance for regional

2nd Regional development program: A Japanese case

Discuss changing regional development policies in Japan and introduce a case of New Industrial City Development Program as a major effort for economic decentralization

3rd Cases of inter-municipal cooperation

Introduce experience of cooperation among local governments for public service programs

4th Management of agricultural sector

Introduce Japanese experience with a focus on the role of policies and local governments in the sector

5th Management of industrial sector

Same as above

6th Management of transportation sector

Same as above

7th Management of education sector

Same as above

8th Management of environment

Same as above

9th Management of urban sanitation

Same as above

10th Management of land use

Same as above

11th Country presentation 1

The participants present implementation of policy/program/projects in respective countries of their own and exchange experience and ideas

12th Country presentation 2

Same as above

13th Country presentation 3

Same as above

### **Grading policy**

Report 25% , Attendance/Attitude 50% and Presentation 25%

## ***Community Development and Industrialization 1***

Jinichiro Yabuta Ph.D. (Visiting Professor)

### **Course description and attainment target**

The course will provide knowledge and understanding on the community development and industrialization with a stress on capacity development. The course comprises mainly three parts: Introduction, Case Studies and Exchange of Country Experiences and Ideas. This course is basically practice-oriented, case-based and participatory. At the end of the course, the participants are expected to be able to review and assess relevant developmental experience in their own country in the light of the course topic.

### **Course content**

#### 1st Capacity development

Introduce concept and methods of capacity development

#### 2nd Case in Dominican Republic

Discuss strategies and capacity development in a cross-border region

#### 3rd Case in Laos

Discuss participatory approach to forest conservation and livelihood improvement at the community level

#### 4th Case in Indonesia 1

Discuss school improvement through collaboration of teachers, parents and local governments

#### 5th Case in Indonesia 2

Discuss participatory approach to health improvement at the community level

#### 6th Case in Thailand

Discuss human resource development for encouraging rural industrialization

#### 7th Case in Sudan

Discuss needs and possibility for improving vocational training

#### 8th Case in Japan

Discuss background, progress and issues of one-village-one-product movement

#### 9th Monitoring and evaluation

Introduce concept and method of monitoring and evaluation

#### 10th M & E in Japan

Discuss background, progress and issues of monitoring and evaluation in Japan

#### 11th Country presentation 1

The participants present capacity development in various scenes such as community development, industrialization and sector development in respective countries of their own and exchange experience and ideas

#### 12th Country presentation 2

Same as above

#### 13th Country presentation 3

Same as above

**Grading policy**

Report 25% , Attendance/Attitude 50% and Presentation 25%

## ***Community Development and Industrialization 2***

Jinichiro Yabuta, Ph.D. (Visiting Professor)

### **Course description and attainment target**

The course will provide knowledge and understanding on the community development and industrialization with a stress on international cooperation. The course comprises mainly three parts: Introduction, Case Studies and Exchange of Country Experiences and Ideas. This course is basically practice-oriented, case-based and participatory. At the end of the course, the participants are expected to be able to review and assess relevant developmental experience in their own country in the light of the course topic.

### **Course content**

#### 1st History of international cooperation

Introduce long-term trend in world development and changing issues

#### 2nd Japanese ODA

Introduce a general trend, programs and issues of Japanese ODA

#### 3rd Case of Indonesia

Discuss long-term changes in Indonesian national and regional development and response of Japanese ODA

#### 4th Donor coordination: Case of Tanzania

Discuss background and practice of donor coordination for a rural development program in Tanzania

#### 5th Case of Latin American countries

Discuss practice of international cooperation for the development of nonfarm activities

#### 6th Regional cooperation

Discuss regional cooperation for development in ASEAN

#### 7th Case of community development in Laos

Discuss international cooperation at the community level

#### 8th Emergency assistance

Discuss institutional arrangements, performance and cases of emergency assistance

#### 9th Problem identification 1

The participants try a group exercise of problem identification based on the lectures above.

#### 10th Problem identification 2

The participants present results of the exercise and exchange opinions based on the results

#### 11th Country presentation 1

The participants present cases of international cooperation in respective countries of their own and exchange experience and ideas

#### 12th Country presentation 2

Same as above

#### 13th Country presentation 3

Same as above

### **Grading policy**

Report 25%, Attendance/Attitude 50% and Presentation 25%

**Course description and attainment target**

No one denies that "Community-Based" development is one of key elements for good local governance. How the local people can actively take part in the process of local development is a major concern for all the practitioners and policy makers. In order to achieve active participation of community people in the development process, "facilitation" is an important theory and skills that all the concerned persons should know and utilize. In the course, theory and skill of facilitation will be given primary focus for human resource management in community development. In addition, macro process of community based development through collaboration among various stakeholders will also be studied. Throughout the course, the participating students will be expected to acquire basic knowledge on facilitation theory and collaborative management of community development as well as some skills of facilitation. Facilitation skills are also useful for managing human resource within an organization or institution.

**Course content**

	Theme	Contents
DAY I Background of HRM	Community & Roles of Outsiders (1)	As a introduction of human resource management, we will explore what kinds of skills and techniques are required as community development practitioners or policy makers. The reality of local communities and the roles of outsiders who interact with the community will be studied.
	Community & Roles of Outsiders (2)	
	HRM and Facilitation (1)	Participating students' own experiences or visions in community development will be reflected and shared, Why facilitation skill is most important for development practitioners and policy makers will be discussed and shared.
	HRM and Facilitation (2)	
DAY II Micro level HRM	Basic Theory of facilitation (1)	Based on practical experiences and also insights to behavioral science, basic theory of facilitation will be introduced.
	Basic Theory of facilitation (2)	
	Facilitation Skills (1)	Several important key skills for facilitation will be introduced and the participating students are expected to practice in the class.
	Facilitation Skills (2)	
DAY III Macro level HRM	Process of community development (1)	The macro-level theory of community facilitation will be introduced. "Partnership building", "Community-based Issue Analysis", "Action Plan", "Implementation and monitoring", "Evaluation and feedback" will be discussed and studied.
	Process of community development (2)	
	Collaborative Management (1)	Management skills of collaboration among various stakeholders will be introduced. It is one of key skills for development practitioners and policy makers.
	Collaborative Management (2)	
	Overall Synthesis	The participating students will review the course and extract learning from what they found by themselves.

**Remarks and Preparation for the course**

As the course is held with "workshop" type method in intensive schedule, the students are required to take part in the discussions actively. At the last of the course, they are asked to prepare for presentation on what they learned and how they can utilize it.

**Text books**

Reading materials will be distributed.

**Suggested Readings**

The relevant documents will be suggested accordingly.

**Grading policy**

Class attendance (30%)

Participation in discussion (40%)

Presentation (30%)

### **Course description and attainment target**

Social development occurs when social relationships change such that: less people are poor; less people are systematically excluded from the benefits that their societies deliver to others; and these reductions in poverty and exclusion, and enhancements in self-fulfillment, become more durable. Only with this strategic goal in mind can efforts to foster participation, to work with NGOs and civil society, or to promote community driven development have any sense. A social development agenda put into practice would be one that aimed to change aggregate structures of social capital such that the distribution of power changed in society in favor of the excluded. Starting with this premise in mind, the focus of this course is to look at the question of power among sectors and how it effects development outcomes and processes. This is actually what normally lies at the core of a social development agenda, especially in developing countries. The course will be divided mainly in three sections: the significance of social capital in social development theorizing; the relationship between social capital, development and poverty reduction; community empowerment and the roles of government, civil society and market sectors.

### **Course content (by class)**

1st The significance of Social Capital in Social Development Theorizing (Part 1)

This lecture aims at formally introducing the concept of social capital, identifying its sources, dimensions, and levels, defining the ways in which it works.

2nd The significance of Social Capital in Social Development Theorizing (Part 2)

This lecture aims at determining the factors associated with social capital formation, and understanding its benefits and costs.

3rd Video & Preseantations

A Video on Social Capital and Social Development will be followed by a presentation of one or more students on some of the readings for the first two lectures.

4th Social Capital, Development and Poverty Reduction (Part 1)

This lecture aims at understanding the relationship between social capital, development and poverty alleviation.

5th Social Capital, Development and Poverty Reduction (Part 2)

This lecture discusses the limitation of social capital as an approach to poverty reduction and look at property rights and social businesses as possible ways forward

6th Video & Presentations

A Video on Social Development and Poverty Alleviation will be followed by a presentation of one or more students on some of the readings assigned for the previous two lectures.

7th Social Capital, The ABCD approach and the role of Government (Part 1)

This lecture aims at discussing the different approaches to social development, especially the ABCD approach and its value in the formation of social connections.

8th Social Capital, The ABCD approach and the role of Government (Part 2)

This lecture aims at understanding the role of Government in social development context and how Government interventions contribute towards social development.

#### 9th Video & Presentations

A Video on ABCD approach will be followed by a presentation by one or more students on some of the readings assigned for the previous two lectures.

#### 10th Actions for Non Governmental Organizations(NGOs): Challenges and the Ways Forwards (Part 1)

This lecture will discuss the role of NGOs in developing worlds, the key challenges they experience that hold them back from maximizing their social impacts.

#### 11th Actions for Non Governmental Organizations(NGOs): Challenges and the Ways Forwards (Part 2)

This lecture aims at understanding the complexity within which NGOs are operating in a social development context and some recommendations for them to move forward.

#### 12th Video & Presentations

A video on NGOs and social development will be followed by a presentation by one or more students on some of the readings assigned for the previous two lectures.

#### 13th Public-Private Partnerships & Social Development

This lecture will focus on the concept of partnership which is understood as a type of relationship among the actors who play different roles in the social development process. In the following class(14th), one or more students will present on some of the readings assigned for class 13th.

### **Remarks and Preparation for the course**

This course is a research seminar in which students will work towards a final paper.

• Requirements are as follows:

1. Presentation, to be given during weeks 3/6/9/12/14, based on the course readings for the week. Each student must sign up to present during one of these weeks. Presentations are to be collective(if there are enough students to do so); students presenting on a particular week should meet ahead of the class to discuss how to frame the issues raised in the readings in a way that will provoke further discussion.
2. The final research paper, from 15-25 double-spaced pages, due on the day of the final exam.
3. In addition, all students are expected to participate actively in class discussions and in critiques of each other's papers and presentations.

A signup sheet for the presentations will be passed around on the first day of class. Based on this, the instructor will post the schedule of presentations and student email addresses so they can see who will also be presenting on the same week and contact them.

### **Text books**

For this course a dropbox will be created online. During the first class you will be given a password and an ID to access online to this dropbox. From there you will be able to download all the readings for each week.

### **Suggested Readings**

Book: The Role of Social Capital in Development: An Empirical Assessment

Edited by: Christiaan Grootaert and Thierry van Bastelaer

Book: Social Capital And Poor Communities (Ford Foundation Series on Asset Building) Edited By: Susan Saegert, J. Phillip Thompson, and Mark R. Warren

### **Grading policy**

Presentation: 30% Final Paper: 50% Active Participation in Class discussion: 20%

## ***Social Development 2***

Rosario LARATTA, Ph.D. (Assistant Professor)

“Our growing social capital deficit threatens educational performance, safe neighborhoods, equitable tax collection, democratic responsiveness, everyday honesty, and even our health and happiness.” Robert Putnam

### **COURSE OVERVIEW:**

This course will focus on what facilitates or leads to social development. The social development literature generally refers to this as social capital or social capacity which describes the ability of residents to organize and mobilize their resources for the accomplishment of consensual defined goals, or the instantiation of norms that permit people to cooperate in groups (what Alexis de Tocqueville called the “art of association”). The concept was brought into use by sociologist James Coleman in the 1980s and was popularized by Robert Putnam in his works on Italy and the United States. Social capital has been seen as critical to civil society, which is in turn a requirement of modern democracy, and as the basis for economic activity. After having defined the close relationship which does exist between social and economic development, this course will look at the role of social capital in economic development. We will investigate the literature on social capital as it relates to the development of poor countries, and seek to apply it to concrete situations. One of the objectives of the seminar will be to ask questions like: Is social capital in fact a useful concept for understanding political and economic behavior? Are there measures of social capital, and if so, what are they? Does the social capital perspective offer realistic strategies for fighting poverty?

### **REQUIREMENTS:**

This course is a research seminar in which students will work towards a final paper. The paper will be an application of the concept of social capital to the situation in some developing country (or, if you are ambitious, comparatively to a group of countries). Requirements are as follows:

- 1 Presentation 1, to be given during weeks 3-8, based on the course readings for that week. Each student must sign up to present during one of these weeks. Presentations are to be collective (if there are enough students to do so); students presenting on a particular week should meet ahead of the class to discuss how to frame the issues raised in the readings in a way that will provoke further discussion.

(20 percent of the final grade.)

2. An outline of a research paper topic, due prior to week 9, which I must approve. The paper must seek to apply the concept of social capital to some aspect of development. It can either look at how social capital functions broadly in different societies, or it can seek to incorporate the concept in a concrete development project. It is very important to begin work on the paper early in the semester, and to have something substantive to say about the topic by the time of Presentation 2 (see below).

(10 percent of the final grade.)

3. Presentation 2, to be given individually, on the subject of the research paper, during weeks 9-14

(20 percent of the final grade.)

4. The final research paper, from 15-25 double-spaced pages, due on the day of the final exam.

(40 percent of the final grade.)

5. In addition, all students are expected to participate actively in class discussions and in critiques of each other's papers and presentations.

(10 percent of final grade.)

A signup sheet for presentations 1 and 2 will be passed around on the first day of class. Based on this, I will post the schedule of presentations and student email addresses so you can see who will also be presenting your week and contact them.

### **REQUIRED BOOKS:**

- Francis Fukuyama, *State-Building: Governance and World Order in the 21st Century*.
- Francis Fukuyama, *Trust: The Social Virtues and the Creation of Prosperity*
- William R. Easterly, *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*
- Hernando De Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*

### **SCHEDULE FOR THE COURSE:**

#### WEEK 1, INTRODUCTORY LECTURE. SOCIAL CAPITAL, INSTITUTIONS, AND DEVELOPMENT

1. James S. Coleman, "Social Capital in the Creation of Human Capital," *American Journal of Sociology* Supplement 94 (1988): p95-p120.
2. Francis Fukuyama, "Culture and Economic Development," from the *Encyclopedia of the Social and Behavioral Sciences*, Elsevier, 2002.
3. Christiaan Grootaert and Thierry van Bastelaer, *Understanding and Measuring Social Capital: A Synthesis of Findings and Recommendations* (Washington, DC: World Bank SCI 24, 2001).

#### Suggested Readings:

1. Francis Fukuyama, "Social Capital, Civil Society and Development," *Third World Quarterly*, Vol 22, No 1, pp 7– 20, 2001.

#### WEEK 2, THE DEVELOPMENT PROBLEM.

1. Hernando De Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else* (London: Bantam Press, 2000), Chapters 1-2, pp. 1-31.
2. James A. Robinson and Daron Acemoglu, *The Colonial Origins of Comparative Development: An Empirical Investigation* (Washington, DC: NBER, working paper 7771, 2000).

#### WEEK 3, SOCIAL CAPITAL: A SOLUTION TO THE DEVELOPMENT PROBLEM?

1. Stephen Knack and Philip Keefer, *Does Social Capital Have an Economic Payoff? A Country Investigation* (College Park, MD: Univ. of Maryland IRIS, 1997).
2. Joseph E. Stiglitz, *Towards a New Paradigm for Development: Strategies, Policies, and Processes* (Geneva: 1998 Prebisch Lecture, UNCTAD, 1998).
3. Michael Woolcock and Deepa Narayan, "Social Capital: Implications for Development Theory, Research, and Policy," *World Bank Research Observer* 15 (2000): 225.

#### Suggested Readings:

4. Woolcock, Michael, "Social Capital and Economic Development: Towards a Theoretical Synthesis and Policy Framework," *Theory and Society* 27 (1998): 151.

WEEK 4, SOCIAL CAPITAL, TRADE, AND DEVELOPMENT.

1. Francis Fukuyama, *Trust: The Social Virtues and the Creation of Prosperity*, chaps. 8, 9, 14, 15, pp. 69-95, 161-183.
2. Marcel Fafchamps and Bart Minten, "Relationships and Traders in Madagascar," *Journal of Development Studies* 35 (1999): 1-35.
3. Marcel Fafchamps, *Networks, Communities, and Markets in Sub-Saharan Africa: Implications for Firm Growth and Investment* (Oxford, UK: CSAE WPS/99-24, 1999).

WEEK 5, ETHNICITY, ENTREPRENEURSHIP, AND CONFLICT.

1. World Bank, *Attacking Poverty* (World Development Report 2000/01) (Oxford: Oxford University Press, 2000), Chapter 7, Removing Social Barriers and Building Social Institutions.
2. Ashutosh Varshney, "Ethnic Conflict and Civil Society: India and Beyond," *World Politics* 53 (2001): 362-98.
3. H. D. Forbes. *Is Bridging Not Bonding? Social Capital and Ethnic Conflict* (2009)

WEEK 6, STATE-CIVIL SOCIETY PARTNERSHIPS.

1. Suharko. *NGOs and Government Relations in Indonesia: A Case Study of the Social Safety Net Program* (2001)
2. Jim Cavaye. *The role of government in community capacity building* (2000) Available Online
3. Rosario Laratta. *From Welfare State to Welfare Society: Toward a viable system of welfare in Japan and England*. *International Journal of Social Welfare*, (2009) Vol. 19, N.2

Suggested Readings:

4. Rosario Laratta. *Hand in hand or under the thumb? A New Perspective on Social Welfare in Japan* (2009) *Cambridge Journal of Social Policy and Society*, Vol. 8. 3.

WEEK 7, SOME THEORY.

1. Robert C. Ellickson, *Order without Law: How Neighbors Settle Disputes* (Cambridge, MA: Harvard University Press, 1991), pp. 137-166.
2. Francis Fukuyama, *The Great Disruption: Human Nature and the Reconstitution of Social Order* (New York: Touchstone, 2000), chapters 8-11, pp. 143-193.
3. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action* (Cambridge: Cambridge University Press, 1990), chap. 1, "Reflections on the Commons," pp. 1-28; Chap. 3, "Analyzing Long-enduring, Self-Organized, and Self-Governed CPRs," pp. 58-102; chap. 6, "A Framework for Analysis of Self-organizing and Self-governing CPRs," pp. 182-216.
4. Mark S. Granovetter, "The Strength of Weak Ties," *American Journal of Sociology* 78 (1973): 1360-80.

WEEK 8, INSTITUTIONS.

1. Hernando De Soto, *The Other Path: The Invisible Revolution in the Third World* (New York: Harper and Row, 1989), Chap. 1, "Introduction," pp. 3-13; Chap. 5, "The Costs and Importance of the Law," pp. 131-187.
2. World Bank, *The State in a Changing World* (World Development Report 1997), chapter 1, pp. 19-28.
3. Francis Fukuyama, *State-Building*, chapter 1, "The Missing Dimensions of Stateness."
4. Douglass North, *Institutions, Institutional Change and Economic Performance* (New York: Cambridge University Press, 1990), chapters 1-3, pp. 3-26.
5. World Bank, *Building Institutions for Markets* (World Development Report 2002) (New York: Oxford University Press 2002), chapter 1, pp. 3-27.

WEEK 9, SOCIAL CAPITAL AND GOVERNANCE: THE ROLE OF PROPERTY RIGHTS.

1. Hernando De Soto, *The Other Path: The Invisible Revolution in the Third World* (New York: Harper and Row, 1989), Chap. 1, "Introduction," pp. 3-13; Chap. 5, "The Costs and Importance of the Law," pp. 131-187.
2. Hernando De Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else* (London: Bantam Press, 2000), chaps. 3-4, pp. 32-92; chaps. 6-7, pp. 137-209.
3. Easterly, William R. and Levine, Ross, 2002. *Tropics, Germs, and Crops: How Endowments Influence Economic Development* (Cambridge, MA: NBER Working Paper 9106).
4. Marcel Fafchamps and Bart Minten, *Property Rights in a Flea Market Economy* (Oxford, UK: CSAE WPS/99-25, 1999).

WEEK 10, SOCIAL CAPITAL, ORGANIZATIONS, AND PUBLIC ADMINISTRATION.

1. World Bank, *Building Institutions for Markets*, chap. 5, pp. 99-116.
2. Fukuyama, *State-Building*, chapter 2.
3. World Bank, *Building Institutions for Markets*, chap. 3, pp. 55-74.
4. Michael Woolcock and Lant Pritchett, "Solutions when the Solution is the Problem: Arraying the Disarray in Development," Center for Global Development Working Paper No. 10, Sept. 2002.

WEEK 11, GOVERNANCE.

1. Hernando De Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else* (London: Bantam Press, 2000), chaps. 3-4, pp. 32-92; chaps. 6-7, pp. 137-209.
2. William R. Easterly, *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics* (Cambridge, MA: MIT Press, 2001), chap. 11, "Governments Can Kill Growth," pp. 217-240; chapter 12, "Corruption and Growth," pp. 242-253.
3. Judith Tendler, *Good Government in the Tropics* (Baltimore, MD: Johns Hopkins University Press, 1997), chapter 6: "Civil Servants and Civil Society, Governments Central and Local."

WEEK 12, SOCIAL CAPITAL: A FAD OR A FUNDAMENTAL DEVELOPMENT TOOL?

1. Mary Kay Gugerty and Michael Kremer, *Outside Funding of Community Organizations: Benefiting or Displacing the Poor?* (Washington, DC: NBER Working Paper No. W7896, 2000).
2. Anthony Bebbington, "Social Capital and Rural Intensification: Local Organizations and Islands of Sustainability in the Rural Andes," *Geographical Journal* 163 (1997): 189-97.
3. Marina Ottaway and Thomas Carothers, *Funding Virtue: Civil Society and Democracy Promotion* (Washington, DC: Carnegie Endowment, 2000), chapters 1, 11, pp. 3-16, 293-310.

Suggested Readings:

1. John Harriss, *De-Politicizing Development: The World Bank and Social Capital* (London: Wimbledon Publishing Company, 2002).

WEEK 13 AND 14, RESERVED FOR PRESENTATIONS.

**Course description and attainment target**

Local community has been an essential part of everyday life for most of human beings. It functions as a core of self-governance of each society. However, as modernization prevails upon all over the world, most of the functions of local communities are substituted by the nation state and the market economy, and many local communities changes their characteristics and even about to vanish in some of the developed countries. Nevertheless, as the “limitation of public sector” and “failure of market” become more and more obvious, other than nation state and market economy, we definitely need something that makes us enable to manage common property resources, to facilitate mutual help for production and reproduction, and to give us sense of belongings. Emerge of non profit private organizations (NPOs / NGOs) can be regarded as a indication of active civil participation in the process of self-governance.

In the courses (NPO/NGO Study 1 & 2), we would like to explore the historical background of NPOs / NGOs, their roles in various sectors, strengths and weakness, and their future challenge in the society based on actual case studies both inside and outside the country. In the NPO/NGO Study 1, we will focus on the cases of various Japanese NPOs working in local communities inside Japan. Some of interesting approaches and theories of community development applied by Japanese NPOs are also introduced. The participating students of the course are expected to attain basic knowledge about historical background of private voluntary organizations, and various types of organizations and their activities in Japanese community development. It is also expected that the students will acquire basic understandings on NPO/NGO management and collaboration with other stakeholders that are required for the persons related with non-profit private organizations.

**Course content**

1st Introduction

To share experiences and views of participating students on NPOs/NGOs, and to discuss and fix ways of class management

2nd Historical Background of NPO/NGO (1)

Reviewing traditional communities and its changes in the modernization

3rd Historical Background of NPO/NGO (2)

Emergence of NPOs / NGOs in Japan and other countries

4th Historical Background of NPO/NGO (3)

History of Japanese NPOs especially after the "Volunteer year 1" (1995)

5th Case Studies of Japanese NPOs (1)

Cases of NPOs working in urban area for various sectors in Japan

6th Case Studies of Japanese NPOs (2)

Cases of NPOs working in remote rural area especially for community development

7th Case Studies of Japanese NPOs (3)

Unique approach of community development taken by Japanese NPOs and local government

8th Basics of NPO management (1)

Key factors for managing NPOs - volunteer management - based on Japanese experience

9th Basics of NPO management (2)

Key factors for managing NPOs - financial resource management - based on Japanese experience

10th What is collaboration? (1)

Case study of collaboration between NPOs and local government in Japan

11th What is collaboration? (2)

Exploring key elements for successful collaborative management for both NPOs and public sector

12th Overall Synthesis (1)

The participating students will review the course and extract learning from what they found by themselves.

13th Overall Synthesis (2)

Each student is required to give presentation on what they learned and how they can utilize it in their work.

### **Remarks and Preparation for the course**

As the course is held with "workshop" type method, the students are required to take part in the discussions actively. At the last of the course, they are asked to prepare for presentation on what they learned and how they can utilize it.

### **Text books**

Reading materials will be distributed.

### **Suggested Readings**

The relevant documents will be suggested accordingly.

### **Grading policy**

Class attendance (30%)

Participation in discussion (30%)

Presentation (40%)

**Course description and attainment target**

As modernization prevails upon all over the world, most of the functions of local communities are substituted by the nation state and the market economy, and many local communities changes their characteristics and even about to vanish in some of the developed countries. Nevertheless, as the “limitation of public sector” and “failure of market” become more and more obvious, the roles of "third sector" (non-profit private organizations) are considered to be much important in each society even for the developing countries. In the courses (NPO/NGO Study 1 & 2), we would like to explore the historical background of NPOs / NGOs, their roles in various sectors, strengths and weakness, and their future challenge in the society based on actual case studies both inside and outside the country. In the NPO/NGO Study 2, we will focus on the cases of NGOs outside Japan. Some of the cases of Japanese NGOs working in developing countries will be introduced. The cases of NGOs in the participating students' countries will also be studied. In addition, new trend of international NGOs towards advocacy will also be introduced. The students will acquire the basic knowledge on various types of development activities implemented by NGOs in developing countries. It is also expected that the students will study basic understandings on facilitation and mediation theory and skills that are required for all the development practitioners and policy makers engaged in community development.

**Course content**

1st Introduction

To share experiences and views of participating students on NPOs/NGOs, and to discuss and fix ways of class management

2nd Japanese NGOs overseas (1)

Reviewing overall picture of Japanese NGOs working outside the country

3rd Japanese NGOs overseas (2)

Case study of a Japanese NGO in Bangladesh (from 1972 - 2010)

4th Japanese NGOs overseas (3)

Case study of a Japanese NGO in India (community-based commn property resource management)

5th NGOs and advocacy (1)

Emerging worldwide trend of advocacy by international NGOs

6th NGOs and advocacy (2)

Case study of advocacy activities by Japanese NGOs

7th Case study of NGOs in other countries (1)

Cases of "domestic" NGOs working in developing countries will be introduced.

8th Case study of NGOs in other countries (2)

Cases of "domestic" NGOs working in developing countries will be introduced.

9th Case study of NGOs in other countries (3)

Cases of NGOs working in the participating student's country will be reported (by each student).

10th Case study of NGOs in other countries (4)

Cases of NGOs working in the participating student's country will be reported (by each student).

11th Basics of facilitation (1)

Basic theory of facilitation will be introduced.

12th Basics of facilitation (2)

"How to facilitate community-based initiative and collaboration" will be discussed and some skills are introduced.

13th Overall Synthesis

The participating students will review the course and extract learning from what they found by themselves.

### **Remarks and Preparation for the course**

As the course is held with "workshop" type method, the students are required to take part in the discussions actively. In the middle of the course, the students are requested to prepare a report and presentation on NGOs in their countries.

### **Text books**

Reading materials will be distributed.

### **Suggested Readings**

The relevant documents will be suggested accordingly.

### **Grading policy**

Class attendance (30%)

Participation in discussion (30%)

Presentation and the term paper (40%)

## ***Crisis Management 1***

Kazuyuki Sasaki (Assistant Professor)

### **Course description and attainment target**

This course presents the theories, principles, and approaches to crisis and emergency management. The philosophy of Comprehensive Emergency Management will be discussed with the four attendant steps which include mitigation, preparedness, response, and recovery. An analysis of past “natural disasters” will be presented along with their impacts on policy formation leading up to the current hazards approach. The role, duties, and importance of the officers in charge of crisis management will be discussed throughout the semester.

### **Course content**

- 1st Introduction to Crisis and Emergency Management
- 2nd The Function and Evolution of Crisis Management
- 3rd Organizing and Planning in Crisis Management
- 4th Governmental Roles in Crisis Management
- 5th Earthquakes
- 6th Volcanoes
- 7th Tornadoes & Wildfires
- 8th Disaster Mitigation and Hazard Management
- 9th Planning, Training, and Exercising
- 10th Managing Disaster Response Operations
- 11th Disaster Recovery
- 12th Oral Presentations
- 13th Oral Presentations

### **Remarks and Preparation for the course**

Readings: Students are required to complete the necessary reading assignments prior to the session.

Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.

Presentations: Each student will be expected to research and present orally. Specific assignments will be made in class.

This syllabus may be modified at the instructor’s discretion as necessary to meet the needs of the course.

\* Students who registered to “Policy Studies VIII-F (Public Administration and Risk Management) in Spring term of 2010 are note able to take this class.”

### **Suggested Readings**

\* The relevant books will be suggested accordingly.

### **Grading policy**

Class Attendance (30%)

Participation in class discussion (30%)

Term paper (40%)

**Other**

## ***Crisis Management 2***

Kazuyuki Sasaki (Assistant Professor)

### **Course description and attainment target**

This course focuses on the principles and practices of crisis and emergency management, especially man-made and industrial disasters and accidents. The course will explore the concepts of preparedness, mitigation, response and recovery, and also be conducted from the perspective of emergency management's impact on local government and infrastructure, and the community's ability to prepare for, respond to, and recover from a wide array of catastrophes.

### **Course content**

- 1st Introduction
- 2nd Industrial Accidents 1
- 3rd Industrial Accidents 2
- 4th Theory of High Reliability Organization (HRO)
- 5th Safety and Security of Food 1
- 6th Safety and Security of Food 2
- 7th Aviation Accidents
- 8th Business Continuity Management 1
- 9th Business Continuity Management 2
- 10th Current issues on man-made disasters 1
- 11th Current issues on man-made disasters 2
- 12th Oral Presentations
- 13th Oral Presentations

### **Remarks and Preparation for the course**

Readings: Students are required to complete the necessary reading assignments prior to the session.

Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.

Presentations: Each student will be expected to research and present orally. Specific assignments will be made in class.

This syllabus may be modified at the instructor's discretion as necessary to meet the needs of the course.

\* Students who registered to "Policy Studies VIII-F (Public Administration and Risk Management) in Spring term of 2010 are not able to take this class."

### **Suggested Readings**

\* The relevant books will be suggested accordingly.

### **Grading policy**

Class Attendance (30%)

Participation in class discussion (30%)

Term paper (40%)

**Other**

## ***Crisis management and Public Administration 1***

Keisuke Tsukada (Lecturer)

### **Course description and attainment target**

This course covers several topics on crisis management. Cuban crisis is discussed in introduction. Then, the roles of Japanese FDMA (Fire Department Management Agency) and local government are intensively discussed. Some of the cases are presented for class discussion from the lecturer's first-hand knowledge and experiences at FDMA. The class aims at providing students with practical knowledge and analytical framework required for crisis management in government.

### **Course content**

#### I Lessons from Cuban crisis

What Cuban crisis teaches us

#### II Decision making at crisis

1. Three models for analysis: the rational actor model, the organizational model, and the government politics model
2. Other analytical framework which helps to handle crisis better(e.g. decision tree)

#### III Disaster management in Japan

1. History of natural disasters in Japan
2. Roles of FDMA and local government:

Current Japanese disaster management system features national use of local government forces

3. Cases from operations and drills
4. Comparison with FEMA (Federal Emergency Management Agency) in U.S.

#### IV Civil protection in Japan

1. The roles of FDMA and local government at crisis such as foreign invasion and terrorist attacks
2. Collaboration with SDF, i.e. military.
3. Recent budgetary policies affecting national security of Japan
4. Arguments for Japanese version of NSC

### Remarks and Preparation for the course

Movie "The 13 days" is highly recommended to watch for understanding Cuban crisis before or during the course.

### **Text books**

Reading materials will be distributed in the class.

### **Suggested Readings**

"Essence of Decision: Explaining the Cuban Missile Crises (2nd Edition)" Graham Allison and Phillip Zelikow, published by Longman.

### **Grading policy**

Class participation (50%)

Two short papers and two discussion memos for policy recommendation (50%)

- Students should be ready to make oral presentation on them in class.
- The short papers and the memos should be concise and concrete: 2-3 pages for a short paper and 1-2 pages for a memo.
- Students are encouraged to write the memos in a professional manner rather than academic one.

## ***Crisis and Contingency Management***

Kazuyuki Sasaki (Assistant Professor)

### **Course description and attainment target**

In this course, student will participate in various type of the drills and exercises of contingency management. In each session, the lecture will explain rules and methods of the drill at introduction phase, then they will conduct and participate in the excises. After the exercises, students will evaluate the performance of participants.

### **Course content**

- I Introduction
  - Drill of Contingency Management 1-1
  - Drill of Contingency Management 1-2
  - Review
- II Introduction
  - Drill of Contingency Management 2-1
  - Drill of Contingency Management 2-2
  - Review
- III Introduction
  - Drill of Contingency Management 2-1
  - Drill of Contingency Management 2-2
  - Review
  - Final evaluation

### **Remarks and Preparation for the course**

Readings: Students are required to complete the necessary reading assignments prior to the session.

Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.

Presentations: Each student will be expected to research and present orally. Specific assignments will be made in class.

This syllabus may be modified at the instructor's discretion as necessary to meet the needs of the course.

### **Suggested Readings**

\* The relevant books will be suggested accordingly.

### **Grading policy**

Glass Attendance (30%)

Participation in drill and discussion (30%)

Term paper (40%)

### **Other**

## ***Crisis Management and Leadership***

Kazuyuki Sasaki (Assistant Professor)

### **Course description and attainment target**

This course discuss the challenges that public leaders face when crises or disasters impact their government unit.

There are several indications disasters may be increasing: Increasing density of population, building in vulnerable areas, global climate change, potential for disease epidemics and increasingly sophisticated weaponry are all elements contributing to an increased risk.

Managing during crises involves a different set of conditions than during normal times, and requires new skills: leaders must be able to make decisions based on limited information, customary relationships and ways of doing business change, and the scope and parameters of responsibility are often increased.

This course will deal with the concept and theory of "leadership" and highlights key leadership characteristics and strategies for successfully negotiating a response to and recovery from crisis.

### **Course content**

#### 1st Introduction

Introduction to leadership issues

#### 2nd Theories on Leadership 1

Theories relevant to public leadership

#### 3rd Theories on Leadership 2

Theories relevant to public leadership

#### 4th Theories on Leadership 3

Theories relevant to public leadership

#### 5th Politics of Crisis Management 1

Leaders' role in Crisis Management: Sense Making

#### 6th Politics of Crisis Management 2

Leaders' role in Crisis Management: Decision Making

#### 7th Politics of Crisis Management 3

Leaders' role in Crisis Management: Meaning Making

#### 8th Politics of Crisis Management 4

Leaders' role in Crisis Management: Terminating

#### 9th Politics of Crisis Management 5

Leaders' role in Crisis Management: Learning

#### 10th Case Study 1

Case Study of Leadership in Crisis Management

#### 11th Case Study 2

Case Study of Leadership in Crisis Management

#### 12th Oral Presentation

Oral Presentations

#### 13th Oral Presentation

Oral Presentations

### **Remarks and Preparation for the course**

Readings: Students are required to complete the necessary reading assignments prior to the session.

Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.

Presentations: Each student will be expected to research and present orally. Specific assignments will be made in class.

This syllabus may be modified at the instructor's discretion as necessary to meet the needs of the course.

\* Students who registered to "Policy Studies VIII-F (Public Administration and Risk Management) in Spring term of 2010 are not able to take this class."

### **Text books**

\* The relevant books will be suggested accordingly.

### **Suggested Readings**

#### **Grading policy**

Glass Attendance (30%)

Participation in class discussion (30%)

Term paper (40%)

#### **Other**

### **Course description and attainment target**

Due to climate change and urbanization, the world is being stricken by a growing number of natural disasters in recent years, some of which are unprecedented in terms of their magnitude. Once a disaster occurs, private properties, social infrastructure and other fruits of economic development are lost, let alone human lives. The occurrences of natural disasters, however, are not evenly distributed throughout the globe but concentrated in the developing world. This course is intended to analyze how the tragic affects of natural disasters are reduced, if not eradicated, and what kind of roles the governments and communities of disaster-prone countries should play in such effort. The course will start with an overview of recent natural disasters and their impacts on human life, and examine international response to major disasters, including its negative effects. The third part of the course will look into recovery phase and clarify essential components for effective recovery. The final part of the course will focus on disaster risk reduction and see how a disaster-resilient society is built through a holistic approach.

### **Course content**

#### < I >

##### Introduction

- \* Hazards and disasters: how different they are
- \* Trends of natural disasters in recent years
- \* The cycle of disaster management

##### Impacts of disasters on human life

- \* Case studies of recent major disasters
- \* Who are most vulnerable to disasters, and why?
- \* Governance and disasters: are they inter-related?

#### < II >

##### International response to disasters

- \* Guiding principles: UN resolution, etc.
- \* Humanitarian assistance: its concept, tools and actors
- \* History of Japan's disaster relief assistance

##### Frameworks for promoting coordination

- \* Day-to-day information sharing
- \* On-site coordination mechanisms
- \* Civil-military coordination

##### Shortcomings of international response

- \* The role of media and misconception of responders
- \* Actors outside of coordination
- \* Political will and commitment of the government in affected countries

##### The role of government in affected countries

- \* The role of first responders and national relief workers
- \* Case study

- \* Simulation exercise through role playing

< III >

Transition from relief to recovery

- \* What should be recovered, and how?
- \* Actors to be involved in recovery work
- \* How "building back better" is achieved

Japan's experience

- \* How recovery was undertaken in the aftermath of the Hanshin-Awaji Great Earthquake in 1995

< IV >

Concept of disaster risk reduction

- \* Hyogo Framework for Action: guiding principle for international community
- \* The role of national governments in policy planning and implementation
- \* Case studies

Community-based disaster risk reduction

- \* Relevance of community-driven approach
- \* Capacity development of communities: by whom and how should it be undertaken?

Japan's international assistance

- \* JICA's approach to disaster prevention, mitigation and recovery: its policies, programmes and projects

< V >

Presentation

Ditto

- \* Presentation and comments on research papers: students are expected to select one country (most probably their own ones) and propose policies and measures for reducing the risk of possible disasters

### **Remarks and Preparation for the course**

This course will be conducted in an interactive manner and the students are expected to complete readings before each class in order to actively participate in the class. Simulation exercise (role playing) is also scheduled.

### **Text books**

No special textbook is assigned for this course.

### **Suggested Readings**

Reading materials will be handed out to students one week before each class.

### **Grading policy**

Class participation: 40%

Research paper: 60%

### **Other**

Classes could be postponed when major natural disasters occur and JICA needs to respond

***Policy Study VII-I***  
***Japanese Business Management***

Hiromune ISHII, Ph.D. (Lecturer)

**Course description and attainment target**

The aim of this course is to consider the organizational operation through Japanese business management. We' are going to study the actual cases with good Japanese business management such as Panasonic, Honda, Sony, Kyocera and so on.

Any business organization consists of the the member of organization,the commercial goods,the money and the informations. These're called the management resources. When these're strong, that company becomes successful particuler about the strong philosophy by the founder,the strategy and the control system.

Many Japanese companies became so big by those. What's the essences of Japanese business organization? On the other hand,Japanese business management is called weakness recently. Why's that? There must be the essential of the organizational operationin through Japanese business management.

**Course content**

1st (1) The guidance(The explanations with this course)

This course consists of the lecture and the discussions.

2nd (2)The case study of Panasonic 1

The history and philosophy by Matsushita Kohnosuke who is founder

3rd (3) The case study of Panasonic 2

The strategy and so on recently

4th (4)The case study of Honda 1

The history and philosophy by Honda Soichiro who is founder

5th (5)The case study of Honda 2

The strategy and so on recently

6th (6)The case study of Sony 1

The history and philosophy by Ibuka Masaru and Akio Morita who're founder

7th (7)The case study of Sony 2

The strategy and so on recently

8th (8)The case study of Kyocera 1

The history and philosophy by Inamori Kazuo who're founder

9th (9)The case study of Kyocera 2

The strategy and so on recently

10th (10)The special lesson 1

We are going to discuss the real management with the guest who is Japanese top management (not yet determined).

11th (11) The special lesson 2

We are going to discuss the real management with the guest who is Japanese top management (not yet determinial).

12th (12) The summary of this course

Our conclusion about organizational operation through Japanese business management  
13th (13)Report

Writing about the each opinion by learning this course

### **Remarks and Preparation for the course**

This course values the discussion about the subjects each time.

### **Text books**

Unnecessarily (Destributing the handouts each time)

### **Suggested Readings**

Unnecessarily

### **Grading policy**

Report:70% / Attitude:30%

***Policy Study VIII-I***  
***Education for Crisis and Contingency Management***

Prof.S. YAMASHITA

**Major Objectives of the Course:**

This course aims at providing students with practical information on institutional aspects and actual situations of the Crisis and Contingency Management in Japan. The class will visit some public institutions and locality-based organizations so that students may have opportunities to study their roles and activities on the spot.

Students are expected to obtain practical information and expertise through lectures, on-the-spot studies, then through discussions and policy report writing.

**Outline of the Lecture and Field Research**

Part 1. Overview crisis and contingency management system of Japan

Part 2. Study roles and significance of education at various places concerning crisis and contingency management.

Part 3. Field research of senior staff training in the field of crisis and contingency management

Part 4. Field research of community-level activities

Part 5. Analyse effectiveness and problems of the current systems and activities

**Reference materials**

Reading materials will be provided in the class.

**Method**

More emphasis will be placed upon study on practical aspects rather than upon theoretical analysis. The class will be composed of lectures, field studies, and discussions. Then finally each student will be required to write a policy paper.

**Grading**

Attendance + Participation (70%)

Policy paper (30%)

***Policy Study IX-D***  
***Local Government in Japan***

Prof.S. YAMASHITA

**Major Objectives of the Course:**

This lecture aims at :

- (1) Firstly, providing the students with practical information on institutional structures and functions of the local government(LG) system in Japan:
- (2) Secondly, giving them opportunities to make brief researches and presentations concerning various aspects of the LG system in Japan.
- (3) Thirdly, taking up some recent issues concerning LG systems in Japan and abroad, and discussing about them from the viewpoint of comparative analysis.

**Outline of the Lecture: Examples of Topics**

- Part 1. Geographical features and Socio-economic indicators of Japan
- Part 2. Outline of the Japan's overall system of government : central + local
- Part 3. Legal framework of the LG system
- Part 4. Local Government Units (LGUs) : 2 tier system
- Part 5. Competence of the LGUs and allocation of administrative functions
- Part 6. LGU's decision-making mechanism and organizational structures
- Part 7. Elections of local councillors + chief executives
- Part 8. Local public servants
- Part 9. Neighbourhood associations and Not-for-Profit Organizations
- Part 10. LG finance
- Part 11. Inter-Governmental Relations (IGR)
- Part 12. Recent issue 1 : e.g. Methods of delivering local public services
- Part 13. Recent issue 2 : e.g. De-centralization and administrative reform

**Reference materials**

Reading materials such as "Local Government in Japan" ( ed. by CLAIR ) + other documents will be provided in the class.

**Method**

More emphasis will be placed upon study on practical and institutional aspects rather than upon theoretical analysis. The course-work in the class will be composed of lectures by the Prof. + presentations by the students together with Q&A and discussions. A few short essay-type reports will also be required of the students.

**Grading**

Attendance + Participation (60% )

In-class presentation + Term paper (40% )

## ***Policy Study XI-A***

### ***Human Resources Development in Local Government***

Prof. S. YAMASHITA

#### **Major Objectives of the Course**

This course aims at providing students with practical information on systems and working of human resources development (HRD) in the local government (LG) sector of Japan. The class will visit some of the leading public institutions for the staff training, study their roles and curricula etc., and observe actual facilities and activities of such institutions.

Students are expected to obtain practical information and expertise through class-room lectures, on-the-spot study, then through discussions and report-writings.

#### **Outline of the Lecture and Field Research**

Part 1: Overview and Understanding HRD system in LG sector of Japan

Part 2: Roles and Significance of official training institutions in the LG sector

Part 3: Learning actual situations of staff training in leading institutions

Part 4: Analysing effectiveness and problems of the systems and their actual situations

#### **Reference Materials**

Reading materials will be provided in the class

#### **Grading**

Class attendance and participation in discussions (70%)

Term paper (30%)

***Policy Studies XI-B***  
***Introducing Spatial Planning in Tokyo***

Yasushi AOYAMA (Professor)

**Major Objectives of the Course:**

This course aims to provide students with concrete ideas of Spatial Planning in Tokyo. Spatial Planning refers to the methods used largely by the public sector to influence the future distribution of activities in space. It is undertaken with the aims of creating a more rational territorial organization of land uses and the linkages between them, to balance demands for development with the need to protect the environment, and to achieve social and economic objectives. Spatial planning embraces measures to coordinate the spatial impacts of other sector policies, to achieve a more even distribution of economic development between regions than would otherwise be created by market forces, and to regulate the conversion of land and property uses. The class will visit some of the leading project (district or building) in Tokyo to learn from their management staff on the effectiveness of Spatial Planning.

The Example of the Lecture and Field Research:

- A. Maru-no-uchi, Ote-machi, Yuraku-cyo
- B. Roppngi, Akasaka
- C. Shinjuku
- D. Shinagawa, Waterfront area

**Qualification:**

Students are highly recommended to take up "Spatial Planning" together with this field research course.

**Grading:**

- Consistent class attendance (30% )
- Participation in class discussions (30% )
- Term paper (40% )

## ***Policy Studies XI-C***

### ***Field Research A-Introducing TQM to Public Sector***

Nobusato KITAOJI (Professor)

#### **Major Objectives of the Course:**

This course aims to provide students with concrete ideas of TQM (total quality management) practices in Public Sector. The class will visit some of the leading public organizations in TQM to learn from their management staff on the effectiveness of TQM and to observe actual activities in these organizations. Goal-oriented management is getting popular among many public sector organizations in Japan. Along with this trend, some of the public organizations including national and local governments had started introducing TQM systems which include quality circle movements, "hoshin-kanri" and other elements of quality management. It is important for public managers to be accountable about their organization productivity, but it is even more important to be able to improve their productivity continuously. Through the field research in this course, students are expected to get insights on those actual programs carried out to establish quality management systems in public sector. (Students are highly recommended to take up "TQM in Public Sector" together with this field research course.)

#### **The Gist of the Lecture and Field Research:**

- A. Understanding TQM in Private Sector
- B. Understanding major difficulties in introducing TQM in public sector
- C. Learning the process of introducing TQM in leading public organizations
- D. Learning the effectiveness and problems in using TQM systems through observation of actual situation in typical examples of TQM applications public organizations in Japan

#### **Remarks:**

Though the credits for this course is given in the autumn semester, the field trip may be undertaken during the summer vacation due to the convenience of the accepting agencies. The precise schedule will be announced before the end of the spring semester.

#### **Textbook:**

Hosotani, Katsuya (1992) *The QC Problem Solving Approach: Solving Workplace Problems the Japanese Way*, 3A Corporation

Morgan, Colin, Stephen Murgatroyd (1994) *Total Quality Management in the Public Sector: An International Perspective*, Open University Press

Bechtell, Michele L. (1995) *The Management Compass: steering the corporation using hoshin planning*, American Management Association Press

#### **Suggested References:**

Akao, Yoji (2004) *Hoshin Kanri: Policy Deployment for successful TQM*, Productivity Press

Bank, John (2000) *The Essence of Total Quality Management*, Pearson Education

Besterfield, Dale H. et al. (2003) *Total quality management*, Prentice Hall

Dale, Barrie G. (ed.) (2003) *Managing Quality*, Blackwell

Goetsch, David L., Stanley B. Davis (2000) *Quality Management: Introduction to Total Quality Management for Production, Processing, and Services*, Prentice Hall

Hutchins, David (2008) *Hoshin Kanri: The strategic approach to continuous improvement*, Gower Kusek

Jody Zall, Ray C. Rist (2004) *Ten Steps to a Results-based Monitoring and Evaluation System: a handbook for development practitioners*, World Bank

Meyer, Marshall W. (2002) *Rethinking Performance Measurement: Beyond the Balanced Scorecard*, Cambridge University Press

Mintzberg, Henry (1994) *The Rise and Fall of Strategic Planning*, Macmillan Inc.

Niven, Paul R. (2003) *Balanced Scorecard Step-by-step for Government and Nonprofit Agencies*, J. Wiley

Rampersad, Hubert K. (2001) *Total Quality Management: An Executive Guide to Continuous Improvement*, Springer

### **Grading:**

Attendance and participation (60% )

In-class presentation (20% )

Term paper (20% )

***Policy Studies XI-D***  
***Tax Policy and Tax Administration***

Takafumi KANEMURA (Professor)

**Course Description**

This course, first, provides students with basic knowledge of the Japanese tax policy and administration system. The Japanese tax system is characterized by the Shoup recommendation that focused on the equity principle of taxation and direct taxation(especially in the tax on individual income) The recommendation is enacted in 1950 and established the framework of the present tax system. Second, trips will be organized to tax offices in the national tax agency and prefecture and municipal taxation division offices to give Japanese tax collection strategies and techniques. The administration of the national tax system is under the Ministry of Finance that has regional taxation bureaus(Kokuzei-Kyoku) and tax offices(Zeimu-sho) are responsible for national tax assessment and collection. And prefecture and municipal taxation division offices are collecting the local taxes. These tax collection bodies have a good technique and knowledge. The work in this course requires practical research design.

**Course Objectives**

- \* To give you an opportunity to learn how the Japanese tax system actually works.
- \* To learn what issues tax collection system
- \* To be able to analyze the good tax collection system
- \* To understand how to reform tax administration system in your country.

**Books and References**

- \* Report on Japanese Taxation by the Shoup Mission  
(<http://homepage1.nifty.com/kybs/shoup/shoupr01.html>)
- \* Guide to Japanese Taxes 2007-2008, Zaikei Shoho Sha, 2008.
- \* Comprehensive Handbook of Japanese Taxes 2007  
(<http://www.mof.go.jp/english/tax/taxes2007e.htm>)

***Policy Study XI-E***  
***Community Participation in Policy Formulation***

Yuriko Minamoto, Ph.D. (Professor)

**Course description and attainment target**

This course will deal with participatory process and methods in policy formulation. Involvement of community and co-production with government can be a significant factor for sustainable development. We will intensively conduct the simulation workshop in the class by utilizing various analytical steps and logic model thinking, and try to formulate more effective and efficient policy and programs for given development issues. Through its process, we will discuss about effects of participatory approach in public policy formulation as well as some challenges.

In the participatory process, various stakeholders will interact each other and most possibly make consensus on discussion points. We will focus on the deliberative process through constructive communication, and yet, conflict and negotiations among participants are not avoidable. Such an occasion of stakeholders' involvement may bring about or construct a new arena in collaboration efforts of community and government.

A role of facilitator in such a workshop is another important element to be considered. Class participants can experience some of the functions of workshop facilitator.

**Course content**

1st Deliberative Democracy and Participatory Development

Discussion on alternative mechanism of decision by deliberation /Historical background of participatory development and its transition

2nd Policy Formulation and Community Involvement

Focusing on relationship between community and local government in public policy arena/ introduction of concept of strategic policy formulation, etc.

3rd Overview of Participatory Methods

(Workshop exercises continue till 12th class)

4th Identifying Visions

Discussion of future visions to show desired direction of development process

5th Stakeholders Analysis

Analysis of related stakeholders on their strength, weakness, potentials, etc.

6th Problems Analysis (1)

Analysis of causes and effects of development issues

7th Problems Analysis (2)

Analysis of causes and effects of development issues

8th Objectives Analysis (1)

Analysis of means and ends as possible solutions of the related problems

9th Objectives Analysis (2)

Analysis of means and ends as possible solutions of the related problems

10th Alternatives Analysis

Prioritization of programs to attribute to development goals/policy goals

11th Formulation of Policy Framework (1)

Formulation of policy framework using program theory concept

12th Formulation of Policy Framework (2)

Formulation of policy framework using program theory concept

13th Summing-up

Discussion on advantages and challenges of participatory approach

### **Remarks and Preparation for the course**

Attendance through whole process of workshops is required.

### **Text books**

The original textbook are to be prepared. Additional reading materials will be distributed in the class.

### **Suggested Readings**

Elster, J.,ed. (1998) Deliberative Democracy, Cambridge University Press

Fishkin, J.S. & Laslett, P., ed. (2003) Debating Deliberative Democracy, Blackwell Publishing

Hickey, S. & Mohan, G., ed. (2004) Participation-From Tyranny to Transformation?, Zed Books Ltd.

Kaner,S., et al. (2007) Facilitator's Guide to Participatory Decision Making, Jossey-Bass

### **Grading policy**

Class participation and contribution to discussions in the class: 50%

Final paper: 50%

## ***Research Method 1***

Yasushi AOYAMA (Professor)

This course aims to provide an insight into fundamentals for conducting research. The students will acquire the basic understanding of tools and rules of scientific inference of theory and hypothesis. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a research paper.

1. Introduction
2. What is a Good Theory?
3. How can Theories be Made and Tested?
4. Quantitative Research and Qualitative Research
5. What are Case Studies?
6. How to Write a Research Paper

### **Grading:**

Consistent class attendance (20% )

Participation in class discussions (30% )

In-class presentation (30% )

Term paper (20% )

## ***Research Method 1***

Takafumi KANEMURA (Professor)

### **Course Description:**

This is an introductory course for conducting research since all the students will be required to write and submit a "Master's thesis" at the end of the second year. The course aims at offering the students the opportunities to explore; 1) what is a master's thesis, and 2) how to conduct research in order to write a good paper. In addition, it also gives them necessary basic knowledge for that purpose, which will enable them to widen their views, and therefore, to open the possibilities for better research. More specifically, a series of seminar-type classes will be held based upon an introductory textbook on research methods in political science. It will cover such themes as planning research, choosing an appropriate method and/or approach and its implementation (e.g. descriptive statistics, quantitative analysis, comparative analysis, opinion polls, surveys and interviews).

### **Grading:**

Class participation (20% )

Presentation for research progress (30% )

Research proposal (50% )

## ***Research Method 1***

Kyoko RYU (Professor)

This course aims to provide an insight into fundamentals for conducting research.

The students will acquire the basic understanding of tools and rules of scientific inference of theory and hypothesis. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a research paper.

### **Course Contents:**

1. Introduction
2. What is a Good Theory?
3. How can Theories be Made and Tested?
4. Quantitative Research and Qualitative Research
5. What are Case Studies?
6. How to Write a Research Paper

### **Suggested Readings:**

G.King, R.O. Keohane and S.Verba, *Designing Social Inquiry: Scientific Inference in Quantitative Research*, Princeton U.P.1994

Evera, S.V., *Guide to Methods for Students of Political Science*, Cornell University Press, 1997

Turabian, K.L., Grossman, J.& Bennett, A., *A Manual for Writers of Term Papers, These, and Dissertations*. 6th ed., Chicago: University of Chicago Press, 1996

Yin. R.K., *Case Study Research: Design and Methods*. 3rd ed., Sage Publications, 2002

### **Grading:**

Consistent class attendance (30% )

Participation in class discussions (30% )

In-class presentation (40% )

## ***Research Method 1***

Nobusato KITAOJI (Professor)

### **Major Objectives of the Course:**

This course aims to provide basic skills and knowledge needed for conducting scientific social research. The students will learn various tools and rules in finding and forming scientific hypotheses and methods to prove them. The course will also include the philosophy of research, qualitative and quantitative approaches, and technical aspects to write a research paper.

### **The Gist of the Lecture:**

1. Types of scientific research
2. How to find and choose research topics
3. How to form and test hypotheses
4. Quantitative research and qualitative research
5. Case studies
6. Social survey

### **Textbook:**

Handouts will be prepared.

### **Suggested References:**

Relevant materials will be chosen in accordance with individual research interest and theme.

### **Grading:**

Attendance and Participation in class discussions (50% )

In-class presentation (30% )

Term paper (20% )

## ***Research Method 1***

Prof. S. YAMASHITA

This class will be suitable for students whose principal research themes are related to some aspects of central and/or local government-research and analysis of some particular aspects, or specific research concerning central/local government in Japan and/or abroad e.g. in the student's own home country in comparison with those in other countries. The class aims at providing each student with an opportunity to prepare for his/her research works and Master's thesis writing.

Actual contents of the class will be arranged according to participating students' circumstances e.g. research themes, academic backgrounds and experiences, and also professional careers, after individual consultations with respective participants.

## ***Research Method 1***

Yuriko Minamoto, Ph.D. (Professor)

### **Course Objectives:**

This course aims to provide an insight into fundamentals for conducting research. The students will acquire the basic understanding of tools and rules of scientific inference of theory and hypothesis. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a research paper.

### **Course Contents:**

1. Introduction
2. What is a Good Theory?
3. How can Theories be Made and Tested?
4. Quantitative Research and Qualitative Research
5. Critical Review of Articles

### **Suggested Readings:**

Evera, S.V., Guide to Methods for Students of Political Science, Cornell University Press, 1997

Turabian, K.L., Grossman, J. & Bennett, A., A Manual for writes of term Papers, These, and Dissertations. 6th ed., Chicago: University of Chicago Press, 1996

Yin, R.K., Case Study Research: Design and Methods. 3rd., Sage Publications, 2002

(Several other references will be suggested responding to individual research interest and theme.)

### **Grading:**

Consistent class attendance (20%)

Participation in class discussions (30%)

In-class presentation (50%)

## ***Research Method 1***

Kazuyuki Sasaki (Assistant Professor)

### **Course description**

This course tries to provide students with the basic knowledge of academic paper writing. The class starts off with an explanation of methods and rules of academic paper writing. Students are required to present the progress of their research at the class regularly. The class discussion will be also arranged.

### **Course content**

1. Introduction
2. What is "research" ?
3. What is "Hypothesis" ?
4. Planning of a draft for academic paper
5. Citation Practices

### **Remarks and Preparation for the course**

Readings: Students are required to complete the necessary reading assignments prior to the session.

Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.

Presentations: Each student will be expected to present about their research proposal orally. Specific assignments will be made in class.

This syllabus may be modified at the instructor's discretion as necessary to meet the needs of the course.

### **Suggested Readings**

Turabian, Kate. L., *A Manual for Writers of Research Paper, Theses, and Dissertations*. 7th ed., Chicago: University of Chicago Press, 2007.

Van Evera, Stephen, *Guide to methods for students of political science*, Cornell University Press, 1997.

### **Grading policy**

Glass Attendance (30%)

Presentation for research progress (30%)

Research proposal (40%)

### **Other**

## ***Research Method 1***

Rosario LARATTA, Ph.D. (Assistant Professor)

### **COURSE OBJECTIVE:**

In this course students are introduced to the basic concepts and techniques that are used in social science research. The course is divided into three sections, which cover social scientific inquiry and research design, quantitative data gathering and analysis, and qualitative data gathering and analysis, respectively. As a result of taking the course, students should be able to: (a) demonstrate their understanding of the basic principles and procedures of research methodology; (b) critically evaluate both quantitative and qualitative research studies; and (c) write good research papers.

### **THE GIST OF THE LECTURE:**

1. Paradigms, Theory and Social Research
2. Research Design
3. Conceptualization, Operationalization, and Measurement
4. Quantitative Methods
5. Qualitative Methods
6. Writing Papers

### **TEXT BOOKS:**

Specific textbooks are not assigned, although there are two suggested texts for this course: *The Practice of Social Research*, 12th edition by Earl Babbie; and *Analyzing Social Settings*, 3rd edition, by John and Lyn Lofland. References and readings will be provided in the class each week.

### **OTHER REQUIREMENTS AND GRADING:**

Because the course is structured principally as presentations on progress report/research proposal on researches designed by students, grading in the course will be based on students' performance:

Class participation 25% ;

Presentation for research progress 25%

Final research proposal 50% .

### **SCHEDULE FOR THE COURSE:**

Week 1 Research Foundations

Language and philosophy of research

Ethics in Research

Conceptualizing

Evaluation Research

Week 2 Sampling

External Validity

Sampling Terminology

Statistical Terms in Sampling

Probability Sampling

Nonprobability Sampling

Week 3 Measurement I

- Construct validity
- Reliability
- Levels of measurement

Week 4 Measurement II

- Survey Research: types of surveys
- Scaling

Week 5 Measurement III

- Qualitative measures
- Unobtrusive measures

Week 6 Design I

- Internal Validity
- Introduction to Design
- Types of Designs

Week 7 Design II

- Experimental Designs
- Quasi-experimental Design
- Relationship between Pre-Post Designs
- Designing Designs for Research

Week 8 Analysis I

- Conclusion Validity
- Data Preparation
- Descriptive Statistics

Week 9 Analysis II

- Inferential Statistics

Week 10 Write Up

- How to write papers

Week 11 to 14 presentations on researches progress

Week 14 is also the deadline for the final research proposal

**Course Description and Attainment Target**

This course provides graduate school students with a broad basis for theories and methods for social science research in the fields of international affairs. Any social research requires methodology that outlines how you conduct a research to answer a certain set of research questions, let alone having research objectives and questions. Good tools are inevitable to analyze the results from the data. The primary objectives of this course are two-fold: (1) to understand theoretical background of social research and an overview of various social research methods; and (2) to master basic quantitative and qualitative research methods in data collection and analysis.

This course is divided into three parts, namely, construction of a research framework, qualitative methods, and quantitative methods. It will cover setting a linkage between theories and methods, sampling methodologies, questionnaire design, interviewing, and observation methods. In addition, a coding scheme will be covered as qualitative data analysis method, while basic quantitative analyses are covered.

It is important for each student to become able to set one's own research questions and design a research method based on the questions. Students are required to submit one's own research plan at the end of the class.

**Course Outline**

1. Setting A Research Framework  
introduction, construction of a research framework, logics of social survey methods
2. Qualitative Research Methods  
interviewing methods, observation methods, coding schemes, participatory research methods
3. Quantitative Research Methods  
sampling design, questionnaires, descriptive statistics, relations among variables, regression analyses
4. Presentations  
Students will select the topics.

**Remarks and Preparation for the Course**

Students are expected to read the references before the class and actively participate in the discussions. The course contents and class style are subject to the number of students and the progress of the course.

**Textbook**

Lecture is conducted with power-point (PPT) presentations and other materials given in the classes.

**References**

Tim May (2001) Social Research: Issues, Methods and Process, U. K. Open UP.

**Grading**

Regular class attendance, participation, and completion of required readings prior to the class are

expected. Several assignments will be given in addition to the final report. Grades will be determined based on the following criteria: participation (20 %); assignments (including reporting: 40 %); and final report (40%). Each student will be required to make reporting twice, and to submit the final report at the end of the class.

## ***Research Method 1***

Makoto Nagahata (Professor)

### **Course description and attainment target**

This course is designed for the first year students who have interest or concern on NGO/NPO activities or community development practices. It aims at providing the students with the basic skills and knowledge for conducting research as well as giving professional and academic advice for setting research theme by each student. The course will also include the philosophy of research, qualitative and quantitative approaches, and technical aspects to write a research paper.

### **Course content**

The actual contents of the class will be arranged according to the backgrounds, experiences, interests, and research themes of each participating student. Therefore, the detail of the course will be discussed and fixed in the first day of the class. However, it is recommended that the students attend the class regularly and take part in the discussions actively so that they can find out important points by themselves through interaction with the teacher and the students.

### **Remarks and Preparation for the course**

As the course is held with "workshop" type method, the students are required to take part in the discussions actively.

### **Text books**

Reading materials will be distributed when necessary.

### **Suggested Readings**

The relevant documents will be suggested accordingly.

### **Grading policy**

Class attendance (30%)

Participation in discussion (30%)

In-class presentation (40%)

## ***Research Method 1***

Thomas E. JONES, Ph.D. (Assistant Professor)

### **Course description and attainment target**

This module aims to provide consistent support to first year Masters students, developing their analytical thinking and providing a steady platform for the final thesis.

By instilling and reviewing fundamental research skills, the module is a vital step on the way to completing the final dissertation.

### **Course content**

1st Orientation lecture.

- Overview of Master's degree and thesis; benefits of a Masters degree; role and selection of Committee and Chairperson.

2nd Selection of research topic

- Quantitative vs qualitative research; preliminary reading and important factors to consider; developing realistic research questions and timelines.

3rd Conducting literature reviews

- Primary vs secondary data; existing literature; search techniques.

4th Conducting ethical research

- Legal and ethical principles and behaviour.

5th Group practicum

- Group practicum involving participative and interactive evaluation of different research titles and thesis structures.

6th Writing up C1 - the introduction

- Writing style; statement of the problem and research question(s); background and need for this research.

7th Writing up C2 - the literature review

- Preparation and organization; research synthesis.

8th Writing up C3 - the methodology

- Sample rates; measurement instruments; methods of data collection and analysis.

9th Writing up C4 - the results

- Quantitative data (descriptive vs inferential statistics such as tests of significance). Qualitative data. Validity of data.

10th Writing up C5 - the discussion

- Introduction; discussion; limitations; recommendations for future research.

11th Formatting and troubleshooting

- Formatting and lay-out. Graphs, tables, and references. Troubleshooting common problems and practical solutions.

12th Defending the thesis

- Presenting and defending the thesis.

13th,14th Presentations

- Reserved for presentations.

## **Remarks and Preparation for the course**

Further discussion available by appointment.

## **Text books**

Core reading from Bui, N.Y. (2009) How to Write a Master's Thesis, Sage Publications

## **Further Readings**

- Evans, D. (2003) How to Write a Better Thesis, Melbourne University Publishing; 2nd edition
- Thody, A.M.(2006) Writing and Presenting research, Soge Publications

## **Grading policy**

30% - Relevant and active participation in Group practicum (Week 5)

30% - Presentation (Weeks 13-14)

40% - Progress report

## **Research Method 1**

Elena Shadrina, Ph.D. (Associate Professor)

### **Course Description and Learning Outcomes**

This is a required course for Development Policy and Economics students.

The overall purpose of this course is to help a master student proceed with graduate research, complete academic writing and defend dissertation in economics.

The course is designed in order to:

- deepen a student's knowledge and understanding of research methods;
- develop a student's organizational skills in planning and implementation of academic research project;
- assist a student in improving his/her individual capability to conduct high-quality economic research;
- orient a student on an adequate application of relevant qualitative and quantitative research methods to particular theme;
- provide a student with an opportunity to present, discuss and disseminate the results of academic research both orally and in written format; and so on.

### **Course Content**

Week	Theme	Content	Format
1-2	Meaning of research in economics.	Types of research (descriptive vs. analytical, fundamental vs. applied, qualitative vs. quantitative, conceptual vs. empirical, empirical vs. simulation based, conclusion oriented vs. decision-oriented, historical vs. a-historical, etc.)	Students' presentations
3	Research methodology, methods and techniques.	Logical framework of investigation, the nature of problem and appropriate methodology, macro-level vs. micro level research, problems in aggregation, methodology leading to methods and techniques, analysis of historical records, participant or non-participant observation, mass observation, questionnaires, personal interviews, group interviews, case studies , small group study.	Students' presentations
4	Objectivity in research	Ethridge (2004)	Students' presentations
5-6	Methodologies used by economists: retrospective analysis	Blaug (1997), Hands (2001)	Students' presentations
7-12	Work on individual research	Formulation of research problem, survey of literature, development of working hypotheses, preparation of research design, investigation in availability of information, sampling design, error minimization, evaluation of time and cost, collection of information, processing of collected information, hypothesis testing, interpretation and generalization, systematization of findings, writing of report, references and bibliography.	
13	Report on Work-in-Progress.	Research methods employed in individual research.	Students' presentations

### **Remarks and Preparations for the Course**

This class is designed to help students conduct academic research and succeed in economical writing.

There are no full-length lectures. Instead, the class is an exercise in learning by doing. Every week's meetings are held to introduce some aspect of a research agenda, give some pointers concerning it, address questions and discuss an assignment aimed at honing the students' research skills. There are several exceptions for the class format with the exercises involving the entire group, when the students present their work-in-progress. Collectively, the course assignments inform a guideline to the actual process of writing of master dissertation in economics.

### **Highly Recommended Sources**

Bernard, H. Russel (Harvey Russel) (2000) *Social Research Methods: Qualitative and Quantitative Approaches*. Sage Publications.

Blaug, Mark (1997) *Economic Theory in Retrospect*. Cambridge University Press.

Creswell, John W. (2009) *Research Design. Qualitative, Quantitative, and Mixed Method Approaches*. London: Sage Publications.

Ethridge, Don (2004) *Research Methodology in Applied Economics*. Blackwell Publishing.

Hands, D.Wade (2001) *Reflection without Rules. Economic Methodology and Contemporary Science Theory*. Cambridge University Press.

### **Further Reading**

Berg, Bruce Lawrence (1995) *Qualitative Research and Methods for Social Sciences*. Allyn and Bacon.

Blaug, Mark (1992) *The Methodology of Economics or How Economists Explain*. Cambridge University Press.

Doctoral Dissertations in Economics. One-hundred-seventh Annual list (2010)// *Journal of Economic Literature*. Vol. 48 (December). pp. 1156-1183.

Gary Koop (2000) *Analysis of Economic Data*. New York: John Wiley & Sons, Ltd.

Hansen, W.Lee (1991) *The Education and Training of Economics Doctorates*// *Journal of Economic Literature*. Vol. 29 (September). pp. 1054-1087.

Kothari, CR (1995) *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan, Wiley Eatern Ltd.

Maxwell, Joseph A. (2005) *Qualitative Research Design. An Interactive Approach*. London: Sage Publications.

Saunders Mark, Lewis Philip and Thornhill Adrian (2009) *Research Methods for Business Students*. Prentice Hall.

*The Handbook of Economic Methodology* (1998)/ John Bryan Davis, D. Wade Hands, Uskali Maki, eds. Business and Economics.

### **Grading Policy**

The course grade will be determined according to the following formula:

Attendance of group and individual sessions	20%
Fulfilment of individual research plan	20
Written report on research progress (at the beginning and end of the course)	30 (15*2)
Presentation (at the beginning and end of the course)	30 (15*2)
Total Possible	100%

**Letter grades for the entire course will be assigned as follows:**

92.5% and higher = A  
90.0 - 92.49% = A-  
87.5% - 89.99% = B+  
82.5% - 87.49% = B

80% - 82.49% = B-  
77.5% - 79.99% = C+  
72.5% - 77.49% = C  
70% - 72.49% = C-

67.5% - 69.99% = D+  
62.5% - 67.49% = D  
60% - 62.49% = D-  
59.99% and lower = F

## ***Research Method 2***

Yasushi AOYAMA (Professor)

With the basic knowledge and skills of social science research, this course aims at supporting students to identify their own research theme. Students are required to perform a literature survey on their topic, and to reach well-focused research theme and questions. They also need to find appropriate research approaches and methods to prepare for the paper writing. The final outcome of the course is to construct a research proposal including a strategy and time plan for completion of research.

The class discussion as well as individual meetings will be arranged accordingly. In the class, students are required to present progress report on their research design, and relevance and feasibility of research proposal will be discussed with fellow students. At individual meetings, specific advice and additional hints on writing a social science paper of respective area will be provided.

### **Grading:**

Class attendance and participation in discussions (20% )

In-class presentation for research progress (30% )

Research proposal (50% )

## ***Research Method 2***

Takafumi KANEMURA (Professor)

### **Course Description:**

Based upon the general and basic knowledge acquired during the course of "Research Method I," this second stage course aims at urging the students to move on to their own research. According to their individual interest, students are to start reading basic literature on the theme and refine their knowledge and interest, expecting to reach good and well-focused research theme and questions. The students will also need to think about the appropriate approach and methods in the research, and some additional lectures or seminars would be arranged in order to deepen their knowledge about some specific theories, approaches and methods as required.

### **Grading:**

Class participation (20% )

Presentation for research progress (30% )

Research proposal (20% )

## ***Research Method 2***

Kyoko RYU (Professor)

On the basic knowledge and skills of social science research, this course aims at supporting students to identify their own research theme. They also need to find appropriate research approaches and methods to prepare for the paper writing.

Students are required to perform a literature survey on their topic, and to reach well-focused research theme and questions. In the class, students are required to present progress report on their research design, and relevance and feasibility of research proposal will be discussed with fellow students. The final outcome of the course is to construct a research proposal including a strategy and time plan for completion of research.

### **Suggested Readings:**

Evera, S.V., *Guide to Methods for Students of Political Science*, Cornell University Press, 1997

G.King, R.O.Keohane and S.Verba, *Designing Social Inquiry: Scientific Inference in Quantitative Research*, Princeton U.P.1994

Turabian, K.L., Grossman, J.& Bennett, A., *A Manual for Writers of Term Papers, These, and Dissertations*. 6th ed., Chicago: University of Chicago Press, 1996

Yin. R.K., *Case Study Research: Design and Methods*. 3rd ed., Sage Publications, 2002

### **Grading:**

Class attendance and participation in discussions (20% )

In-class presentation for research progress (30% )

Research proposal (50% )

## ***Research Method 2***

Nobusato KITAOJI (Professor)

### **Major Objectives of the Course:**

This course aims to help students identify their own research theme and make concrete research plan which will be undertaken in their second school year. Students are required to undertake a literature survey on their topic, and to develop well-focused research theme and questions. They also need to choose appropriate research approaches and methods to implement their research plans. The final outcome of the course is to construct a research proposal including a strategy and time plan for completion of research.

### **The Gist of the Lecture:**

The class discussion as well as individual meetings will be arranged accordingly. In the class, students are required to present progress report on their research design, and relevance and feasibility of research proposal will be discussed with fellow students. At individual meetings, specific advice and additional hints on writing a social science paper of respective area will be provided.

### **Testbook:**

Handouts will be prepared.

### **Suggested References:**

Relevant materials will be chosen in accordance with individual research interest and theme.

### **Grading:**

Attendance and participation in class discussions (50% )

In-class presentation (30% )

Term paper (20% )

## ***Research Method 2***

Prof. S. YAMASHITA

This class aims at supporting students to identify and specify their respective research themes. Following the Research Method 1 class, participating students will be required to gather and arrange necessary sets of information by reading appropriate books, official publications, and other materials. Then, at the same time, they will be advised to make draft framework-papers which should be presented and discussed in the class. Each student shall find appropriate research approaches and methods for his/her Master's thesis.

## ***Research Method 2***

Yuriko Minamoto, Ph.D. (Professor)

### **Course Objectives:**

With the basic knowledge and skills of social science research, this course aims at supporting students to identify their own research theme. Students are required to perform a literature survey on their topic, and to reach well-focused research theme and questions. They also need to find appropriate research approaches and methods to prepare for the paper writing. The final outcome of the course is to construct a research proposal including a strategy and time plan for completion of research.

### **Course Contents:**

The class discussion as well as individual meetings will be arranged accordingly. In the class, students are required to present progress report on their research design, and relevance and feasibility of research proposal will be discussed with fellow students. At individual meetings, specific advice and additional hints on writing a social science paper of respective area will be provided.

### **Suggested Readings:**

According to an area of individual research, the relevant reference materials will be guided.

Turabian, K.L., Grossman, J. & Bennett, A., *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed., Chicago: University of Chicago Press, 1996

### **Grading:**

Class attendance and participation in discussions (20% )

In-class presentation for research progress (30% )

Research proposal (50% )

## **Research Method 2**

Kazuyuki Sasaki (Assistant Professor)

### **Course description**

This course tries to provide students with the basic knowledge of research in social science. The class starts off with an explanation of methodologies in the field. Students are required to present the progress of their research at the class regularly. The class discussion will be also arranged.

### **Course content**

1. Hypotheses, law, and theories
2. What are case studies ?
3. Planning of academic paper

### **Remarks and Preparation for the course**

Readings: Students are required to complete the necessary reading assignments prior to the session.

Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.

Presentations: Each student will be expected to present about their research proposal orally. Specific assignments will be made in class.

This syllabus may be modified at the instructor's discretion as necessary to meet the needs of the course.

### **Suggested Readings**

Turabian, Kate. L., *A Manual for Writers of Research Paper, Theses, and Dissertations. 7th ed.*, Chicago: University of Chicago Press, 2007.

Van Evera, Stephen, *Guide to methods for students of political science*, Cornell University Press, 1997.

George, Alexander. L., et. al. *Case studies and theory development in the social science*, The MIT Press, 2005.

### **Grading policy**

Class Attendance (30%)

Presentation for research progress (30%)

Research proposal (40%)

### **Other**

## **Research Method 2**

Rosario LARATTA, Ph.D. (Assistant Professor)

### **Course description and attainment target**

Grounded on what students have learned in Research Method 1, this course will provide them with a clear understanding of the development of the three crucial parts of a Master's thesis: the literature review, the methodology and the analysis of the data.

The development of the literature review requires four stages: Problem formulation—which topic or field is being examined and what are its component issues? Literature search—finding materials relevant to the subject being explored. Data evaluation—determining which literature makes a significant contribution to the understanding of the topic. Analysis and interpretation—discussing the findings and conclusions of pertinent literature.

The Methodological section is definitely the biggest concern for most students. In this course they will learn how to provide info on how they will be able to get the data for their thesis, what are the techniques they will use to acquire those info and which resources will be adopted to acquire those details. Students will also learn how to build their research tools (questionnaires and interviews).

Finally, students will familiarize with the research techniques which are used for analyzing the quantitative and qualitative data they will intend to collect.

### **Course content (by class)**

#### 1st Literature Review I

What topic or field is being examined and what are its component issues? Finding materials relevant to the subject being explored

#### 2nd Literature Review II

determining which literature make a significant contribution to the understanding of the topic; Discussing the findings and conclusions of pertinent literature.

#### 3rd Literature Review Examples

During this class, students have to discuss several cases of literature review to understand how to draft their own.

#### 4th Presentations of Literature Review Drafts

Students will be asked to present in front of the class their draft of literature review.

#### 5th Methodology I

How to provide info on how they will be able to get the data for their thesis.

#### 6th Methodology II

What are the techniques they will use to acquire those info and which resources will be adopted to acquire those details.

#### 7th Methodology Section Examples

During this class, students have to discuss several cases of methodological section to understand how to draft their own.

#### 8th Presentations of Methodology Drafts

Students will be asked to present in front of the class their draft of methodology section.

#### 9th Building Questionnaires

Students and instructor will work together in building the research tools students intend to use to

collect data in their project: focus will be on questionnaires.

#### 10th Building Interviews

Students and instructor will work together in building the research tools students intend to use to collect data in their project: focus will be on interviews.

#### 11th Presentations of students' own research tools

Students will present and discuss their own research tools.

#### 12th Quantitative Data Analysis Techniques

Students will familiarize with the research techniques which are used for analyzing the quantitative data.

#### 13th Qualitative Data Analysis Techniques

Students will familiarize with the research techniques which are used for analyzing the qualitative data.

### **Remarks and Preparation for the course**

As the course is structured principally as presentations and reports on literature review, methodology and analysis of data sections by students, grading in the course will be based on students' performance.

### **Text books**

Specific textbooks are not assigned, but for each section students are required to read some assigned readings.

### **Suggested Readings**

Book: How to Write a Master's Thesis By Yvonne N. (Nguyen) Bui

### **Grading policy**

Presentations: 40% Reports: 40% Participation in Class: 20%

**Course Description and Attainment Target**

With the basic knowledge and skills of social science research, this course aims at supporting students to identify their own research theme. While assisting their own research activities, this course provides students with a comprehensive analysis of research methods using case studies and typological theory. The final outcome of the course is to submit a research proposal including a methodology, strategy and time framework for the completion of the research.

**Course Outline**

1. Case Studies

case studies and theory development, case study methods.

2. How to Carry Out

structured and focused comparison, designing and carrying out, implications for case findings for theory.

3. Alternative Methods and Select Issues

case studies and the philosophy, comparative methods, congruence method, process-tracing, typological theory, policy-relevant theory.

4. Presentations

Students will explain their own research proposals.

**Remarks and Preparation for the Course**

Students are expected to read the references before the class and actively participate in the discussions. Students are required to present interim report on their research design and critically reflect on its relevance and feasibility in discussions. The course contents and class style are subject to the number of students and the progress of the course.

**Textbook**

Alexander L. George and Andrew Bennett (2005) *Case Studies and Theory Development in the Social Sciences*,. Cambridge: The MIT Press.

**References**

Suggested reading materials are announced in due course.

**Grading**

Regular class attendance, participation, and completion of required readings prior to the class are expected. Several assignments will be given in addition to the final report. Grades will be determined based on the following criteria: participation (20 %); assignments (including reporting: 40 %); and final report (40%). Each student will be required to make reporting twice, and to submit the research proposals at the end of the class.

**Course description and attainment target**

With the basic knowledge and skills for conducting research, this course is designed for providing necessary guidance and advice to the students for identifying their own research theme. It is also required to conduct literature survey on their topics in order to find out appropriate research theme and approaches. The final outcome of the course is to prepare for a research proposal with clear plan for completion of research.

**Course content**

The participating students are requested to prepare and present progress report on their research design as well as the results of literature survey or other information collections. Thus, a part of the course will be held on individual basis (individual consultation), and sometimes presentation and discussion in the whole class will be held. Actual way of having classes will be discussed and decided in the first or second days of the course.

**Remarks and Preparation for the course**

When a presentation and discussion session is held, active participation of the students is highly required.

**Text books**

Reading materials will be distributed when necessary.

**Suggested Readings**

The relevant documents will be suggested accordingly.

**Grading policy**

Participation in discussion (30%)

In-class presentation (30%)

Contents of research proposal (40%)

## ***Research Method 2***

Thomas E. JONES, Ph.D. (Assistant Professor)

### **Course description and attainment target**

This module aims to provide consistent support to first year Masters students, developing their analytical thinking and providing a steady platform for the final thesis.

By instilling and reviewing fundamental research skills, the module is a vital step on the way to completing the final dissertation.

### **Course content**

1st Orientation lecture.

- Overview of Master's degree and thesis; benefits of a Masters degree; role and selection of Committee and Chairperson.

2nd Selection of research topic

- Quantitative vs qualitative research; preliminary reading and important factors to consider; developing realistic research questions and timelines.

3rd Conducting literature reviews

- Primary vs secondary data; existing literature; search techniques.

4th Conducting ethical research

- Legal and ethical principles and behaviour.

5th Group practicum

- Group practicum involving participative and interactive evaluation of different research titles and thesis structures.

6th Writing up C1 - the introduction

- Writing style; statement of the problem and research question(s); background and need for this research.

7th Writing up C2 - the literature review

- Preparation and organization; research synthesis.

8th Writing up C3 - the methodology

- Sample rates; measurement instruments; methods of data collection and analysis.

9th Writing up C4 - the results

- Quantitative data (descriptive vs inferential statistics such as tests of significance). Qualitative data. Validity of data.

10th Writing up C5 - the discussion

- Introduction; discussion; limitations; recommendations for future research.

11th Formatting and troubleshooting

- Formatting and lay-out. Graphs, tables, and references. Troubleshooting common problems and practical solutions.

12th Defending the thesis

- Presenting and defending the thesis.

13th,14th Presentations

- Reserved for presentations.

## **Remarks and Preparation for the course**

Further discussion available by appointment.

## **Text books**

Core reading from Bui, N.Y. (2009) How to Write a Master's Thesis, Sage Publications

## **Suggested Readings**

- Evans, D. (2003) How to Write a Better Thesis, Melbourne University Publishing; 2nd edition
- Thody, A.M.(2006) Writing and Presenting research, Soge Publications

## **Grading policy**

30% - Relevant and active participation in Group practicum (Week 5)

30% - Presentation (Weeks 13-14)

40% - Progress report

## **Research Method 2**

Elena Shadrina, Ph.D. (Associate Professor)

### **Course Description and Learning Outcomes**

This is a continuation of the course Research Method I required for Development Policy and Economics students. Only students who have successfully completed the previous part of this course are invited to sign up.

The overall purpose of Research Method II course is to help master students advance their research, complete their academic writing and defend their graduate dissertations in accordance with schedule of the Graduate School of Governance.

### **Course Content**

Week	Theme	Content
1-2	Report Work-in-Progress	Students' presentations on individual research
3-11	Work on Individual Research	Systematic students' research work and regular individual consultations with supervisor
12-13	Report Work-in-Progress	Students' presentations on individual research

### **Remarks and Preparations for the Course**

This part of the course is designed as a forum to further the discussion about methods relevant to a research on a concrete theme. The course aims to help student adjust timely the individual research plan developed in the previous semester and implement it efficiently.

### **Highly Recommended Sources**

Bernard, H. Russel (Harvey Russel) (2000) *Social Research Methods: Qualitative and Quantitative Approaches*. Sage Publications.

Blaug, Mark (1997) *Economic Theory in Retrospect*. Cambridge University Press.

Creswell, John W. (2009) *Research Design. Qualitative, Quantitative, and Mixed Method Approaches*. London: Sage Publications.

Ethridge, Don (2004) *Research Methodology in Applied Economics*. Blackwell Publishing.

Hands, D.Wade (2001) *Reflection without Rules. Economic Methodology and Contemporary Science Theory*. Cambridge University Press.

### **Further Reading**

Berg, Bruce Lawrence (1995) *Qualitative Research and Methods for Social Sciences*. Allyn and Bacon.

Blaug, Mark (1992) *The Methodology of Economics or How Economists Explain*. Cambridge University Press.

Doctoral Dissertations in Economics. One-hundred-seventh Annual list (2010)// *Journal of Economic Literature*. Vol. 48 (December). pp. 1156-1183.

Gary Koop (2000) *Analysis of Economic Data*. New York: John Wiley & Sons, Ltd.

Hansen, W.Lee (1991) *The Education and Training of Economics Doctorates*// *Journal of Economic Literature*. Vol. 29 (September). pp. 1054-1087.

Kothari, CR (1995) *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan,

Wiley Eastern Ltd.

Maxwell, Joseph A. (2005) *Qualitative Research Design. An Interactive Approach*. London: Sage Publications.

Saunders Mark, Lewis Philip and Thornhill Adrian (2009) *Research Methods for Business Students*. Prentice Hall.

*The Handbook of Economic Methodology (1998)*/ John Bryan Davis, D. Wade Hands, Uskali Maki, eds. Business and Economics.

### **Grading Policy**

The course grade will be determined according to the following formula:

Attendance of group and individual sessions	20%
Fulfilment of individual research plan	20
Written report on research progress (at the beginning and end of the course)	30 (15*2)
Presentation (at the beginning and end of the course)	30 (15*2)
Total Possible	100%

For details on Letter Grade (A-F) refer to the grading policy described for Research Method I.

## ***Research Paper 1***

Yasushi AOYAMA (Professor)

### **Course Objectives and Contents:**

This course is to supervise the students to conduct their own research for preparation of writing their master thesis.

The students are required to present research progress to fellow students, and overall discussions will be followed to provide some perspectives to refine their way of research, outlining and drafting.

The class discussions as well as individual meetings will be arranged accordingly.

### **Grading:**

Class attendance and participation in discussions (30% )

In-class presentation of research progress (30% )

Research efforts and attempts (40% )

## ***Research Paper 1***

Takafumi KANEMURA (Professor)

### **Course Description:**

Research paper I and Research paper II are to supervise the whole process, from planning to writing up, of the research for the Master's thesis to be submitted at the end of the second academic year. Research paper I mainly deals with the initial and main stages of the research-students are to refine research questions and conduct research accordingly on the basis of the theories and methods they learned in "Research Method I, II" the previous year.

Both group and individual teaching methods will be applied: In the group class, each students will present their research to their fellow students, to be followed by overall discussions, while the individual one will be deep and concentrated discussions between the teacher and the student about the student's research.

### **Grading:**

Class participation in discussions (20% )

Presentation of research progress (30% )

Progress report (50% )

## ***Research Paper 1***

Kyoko RYU (Professor)

### **Major Objectives of the course:**

This course aims at helping the students to set up their own theme of Master's thesis.

#### Course Objective:

The students are required to present their ideas of research theme repeatedly. They must show what is their hypothesis, and how the data will be collected and analysed. Through the test researches and the class discussion, the students will shape up their own feasible research theme.

This course will also include qualitative and quantitative research methods, and technical aspects to write a Master's thesis.

### **Suggested References:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Grading:**

Class attendance and participation in discussions (20% )

In-class presentation of research progress (30% )

Progress Report (50% )

## ***Research Paper 1***

Nobusato KITAOJI (Professor)

### **Major Objectives of the Course:**

This course aims to supervise the students to conduct their own research. The findings obtained in their research will be developed in the form of graduate thesis in Research Paper 2 in the next semester.

### **The Gist of the Lecture:**

The students are required to present research progress to fellow students, and overall discussions will be followed to provide some perspectives to refine their way of research, outlining and drafting.

The class discussions as well as individual meetings will be arranged accordingly.

### **Textbook:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Suggested References:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Grading:**

Class attendance and participation in discussions (20% )

In-class presentation of research progress (30% )

Progress Report (50% )

## ***Research Paper 1***

Prof. S. YAMASHITA

This class is set in order to supervise the students' composing and drafting respective Masters' theses. Each participating student is required periodically to present his/her situation of progress to fellow students, and class discussions will follow so as to enrich his/her research activities and presentation skills. Individual tutorials by the Professor will be arranged at times.

## ***Research Paper 1***

Yuriko Minamoto, Ph.D. (Professor)

### **Course Objectives and Contents:**

This course is to supervise the students to conduct their own research. The students are required to present research progress to fellow students, and overall discussions will be followed to provide some perspectives to refine their way of research, outlining and drafting. The class discussions as well as individual meetings will be arranged accordingly.

### **Suggested Readings:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Grading:**

Class attendance and participation in discussions (20% )

In-class presentation of research progress (30% )

Progress Report (50% )

## ***Research Paper 1***

Kazuyuki Sasaki (Assistant Professor)

### **Course description**

This course aims to supervise the student to conduct their own research. The students are required to present research progress to fellow students, and overall discussion will be followed to provide some perspective to refine their way of research, outline and drafting.

### **Course content**

In this class, students are required to take up several policy issues of their respective issues. They are then asked to conduct independent research and eventually to submit the final output by the end of semester. Each student are required to report the progress of their works regularly at class.

### **Remarks and Preparation for the course**

Readings: Students are required to complete the necessary reading assignments prior to the session.

Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.

Presentations: Each student will be expected to present about their research. Specific assignments will be made in class.

This syllabus may be modified at the instructor's discretion as necessary to meet the needs of the course.

### **Suggested Readings**

Turabian, Kate. L., *A Manual for Writers of Research Paper, Theses, and Dissertations*. 7th ed., Chicago: University of Chicago Press, 2007.

Van Evera, Stephen, *Guide to methods for students of political science*, Cornell University Press, 1997.

George, Alexander. L., et. al. *Case studies and theory development in the social science*, The MIT Press, 2005.

### **Grading policy**

Glass Attendance (30%)

Presentation (30%)

Research proposal (40%)

### **Other**

## ***Research Paper 1***

Rosario LARATTA, Ph.D. (Assistant Professor)

### **Course description and attainment target**

The scope of this course is to follow students step by step in their research and help them get over some of the obstacles they might face during this process. Each student will use his/her research methodology, developed during Research Method II, as a guide during their research journey. For each step, from sampling to data analysis, students will be asked to present and discuss their progress and write a small report at each stage.

### **Course content (by class)**

#### 1st Sampling

Students will identify the population of interest and select a sample.

#### 2nd Discussion & Report

Discussion on sample report

#### 3rd Pilot Study

Students will test their research tools

#### 4th Discussion

Discussion on feedbacks from pilot study

#### 5th Revising the research tools: Questionnaire/Interview

Students will revise their research tools on the basis of the pilot study's feedbacks

#### 6th Discussion

Discussion on final research tools to be sent out

#### 7th Data collection I

Fieldwork research stage I (formulation of letters)

#### 8th Data collection II

Fieldwork research stage II(contact persons)

#### 9th Discussion & Report

Report on first response rates

#### 10th Data analysis I

Codifying qualitative info; Imput the quantitative data.

#### 11th Data analysis II

Elaborating the data; Triangulating the data.

#### 12th Data analysis III

Discussing the data;

#### 13th Discussion & Report

Report on analysis and discussion of data.

### **Remarks and Preparation for the course**

As the course is structured principally as discussions and reports by students, grading in the course will be based on students' performance.

**Text books**

Specific textbooks are not assigned, but for each section students are required to read some assigned readings.

**Suggested Readings**

Bryman, A. 2001. Social Research Methods. Oxford: Oxford University Press

**Grading policy**

Presentations: 40% Reports: 40% Participation in Class: 20%

## ***Research Paper 1***

Yuichi Sasaoka, Ph.D. (Professor)

### **Course Description and Attainment Target**

This course is to supervise the students when they conduct their own research, and exchange the views on the progress of each student's research activities with the fellow students.

### **Course Outline**

The students are required to present research draft to the faculty and fellow students, and join the review discussion which will be useful for all the participants. The class discussions and individual meetings will be arranged alternately.

### **Remarks and Preparation for the Course**

Students are expected to submit the initial drafts and related documents and participate in the discussions. The course contents and class style are subject to the number of students and the progress of the course.

### **Textbook and References**

Reading materials will be suggested in due course.

### **Grading**

Regular class attendance, participation, and completion of initial draft of research paper are expected. Grades will be determined based on the following criteria: participation and discussions (20%); in-class presentation of initial draft of research paper (30%); and the submission of initial draft (50%).

## ***Research Paper 1***

Makoto Nagahata (Professor)

### **Course description and attainment target**

This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to present research progress to the fellow students, and overall discussions will be followed to provide necessary advice and perspectives to improve the contents of the research paper.

### **Course content**

The course consists of both individual consultancy by the teacher and the whole class presentation / discussion. The actual schedule of the course will be arranged according to the progress of each student's research.

### **Remarks and Preparation for the course**

Each student is requested to prepare for and make presentation on the progress report of their own research, therefore, active participation in the discussion is recommended. In the individual consultation, each student feel free to ask any questions and acquire necessary advices.

### **Text books**

Reading materials will be distributed when necessary.

### **Grading policy**

Class participation in discussions (30%)

Presentation of research progress (30%)

Research efforts and attempts (40%)

## **Research Paper 1**

Elena Shadrina, Ph.D. (Associate Professor)

### **Course Description and Learning Outcomes**

This is a required course for Development Policy and Economics students.

The overall objective of this course is to assist a master student in conducting an independent economic research, organizing academic writing and completing a master dissertation.

The course is designed in order to help students:

- inventory and allocate efficiently the existing resources for research work;
- identify missing or insufficient resources and skills and develop a strategy for overcoming these shortages;
- organize the process of academic writing;
- develop a research plan on a chosen theme and implement it;
- present results of academic research both orally and in written format;
- improve research through interactive communication with student colleagues in the class, supervisors at Graduate School of Governance and outside experts; and so on.

### **Course Content**

The course is divided into six parts reflecting the stages of writing a research paper:

Week	Theme	Content
1-2	Deciding (I)	1) Prepare 3-4 page essay explaining (a) your reason for pursuing a degree in economics; (b) what field(s) interest you most and why; 2) Find a recent book surveying your chosen field, read it and submit a brief (1-3 page) review of it; 3) (a) Prepare a list of ten key issues of current interest in your chosen field, explaining the matter, stating briefly what conclusions have been reached concerning it, and what points remain controversial; (b) Prepare a list of ten imaginary paper titles, each corresponding to one of the “open questions” mentioned in (a) assignment.
3-4	Reading (II)	Prepare a three-part bibliography on your theme: (a) books; (b) published articles and (c) online documents/working papers. The whole bibliography should range from 4 to 5 pages in length.
5-6	Researching (III)	Read 5 key works from your bibliography, preparing a one-page critical résumé of each that concludes with an assessment of its usefulness for your research. Include a survey article among the four. Do not use the original sources' abstracts (be aware of plagiarism). Submit article copies with your résumé. The résumé should include your personal assessment of the work's merits and shortcomings in relation to your research theme.

7-10	Writing (IV)	<ol style="list-style-type: none"> <li>1) Prepare a four-page report concerning the <i>institutional</i> background (market structure, regulations, etc.) relevant to your theme. Describe both historical background and contemporary situation.</li> <li>2) Support this paper with a report concerning available <i>statistics</i> and formal economic <i>models</i> that may prove helpful in your research. Indicate all sources and point out any shortcomings of data or formal models you refer to.</li> <li>3) Prepare an eight-page research proposal. State the purpose of your research, explain why it is timely, summarize the research strategy and list major sources you plan to draw upon.</li> <li>4) Prepare a working outline for your paper. Each component should include some substance specific to your theme.</li> <li>5) Prepare a three-page draft of the opening section of your paper, introducing your theme and motivation for your research;</li> <li>6) Prepare a three-page draft of "Literature review" section for your paper.</li> <li>7) Give editorial assistance to one of your fellow students by editing that student's introduction and literature review. You should correct mistakes and suggest stylistic improvements. The revised introduction and literature review must not exceed <i>four</i> pages altogether: suggest how to cut it.</li> <li>8) Rewrite your own introduction and literature according to your "editor's" comments and your own "editorial" experience.</li> </ol>
11-12	Presenting (V)	<ol style="list-style-type: none"> <li>1) Prepare a presentation.</li> <li>2) Present your work.</li> <li>3) Participate in other students' presentations by asking questions.</li> </ol>
13	Publishing (VI)	<ol style="list-style-type: none"> <li>1) Prepare a list of names and addresses of persons from whom you hope to receive comments on your paper.</li> <li>2) Draft a Referee's Report on one of the articles in your bibliography.</li> <li>3) Prepare a Publication Strategy, explaining your target audience and journal selection criteria and a list of target journals;</li> <li>4) Prepare a submission Cover Letter for your article.</li> </ol>

### Remarks and Preparations for the Course

Below is the list of required and supplementary readings for the course. Besides the assigned readings, the students are expected to read extensively on the issues relevant to their research theme. Obviously, such reading cannot be scheduled uniformly, but every student enrolled in this class is expected to read the equivalent of *at least* two journal articles per week.

### Specifically Recommended Literature

Calabrese, Raymond L. (2009) *The Dissertation Desk Reference. The Doctoral Student's Manual to Writing the Dissertation*. New York: Rowman and Littlefield Education.

Creswell, John W. (2009) *Research Design. Qualitative, Quantitative, and Mixed Method Approaches*. London: Sage Publications.

Thody, Abgela M. (2006) *Writing and Presenting Research*. London: Sage Publications.

Turabian, Kate L. (2007) *A Manual for Writers of Research Papers, Thesis, and Dissertations*. Chicago and London: The University of Chicago.

### Supplementary Sources

Ballengen, Bruce (1999) *The Curious Researcher. A Guide to Writing Research Papers*. Boston: Allyn and

Bacon.

Craswell, Gail (2005) *Writing with Academic Success. A postgraduate Guide*. London: Sage Publications.

Evans, David G. (1999) *How to Write a Better Thesis or Report*. Melbourne University Press.

Hamermesh, Daniel S. (1994) Facts and Myths about Refereeing// *The Journal of Economic Perspectives*, Vol. 8, No. 1 (Winter, 1994), pp. 153-163.

Hart, Chris (2005) *Doing Your Master Dissertation*. London: Sage Publications.

Jacobi, Peter P. (1991) *The Magazine Article. How to Think It, Plan It, Write It*. Bloomington: Indiana University Press.

McCloskey, Deirdre (2000) *Economical Writing*. Waveland Press.

McCloskey, Deirdre N. (2000) *Economical Writing*. University of Iowa and Erasmus University of Rotterdam: Waveland Press.

Roberts, Carol M. (2004) *The Dissertation Journey. A Practical and Comprehensive Guide to Planning, Writing and Defending Your Dissertation*. Corwin Press.

Roth, Audrey J. (1989) *The Research Paper: Process, Form and Content*. Wadsworth Pub.Co.

*The Craft of Research* (1995)/ Booth, Wayne et al. University of Chicago Press.

*The Devil is in the Details: Converting Good Research into Publishable Articles* (2004)// *Journal of Management* 30(1). pp. 1-6

Thompson, William (2001) *A Guide for the Young Economist*. MIT Press.

Woodward, Jeannette A. (1999) *Writing Research Papers. Investigating Resources in Cyberspace*. Lincolnwood: NTC Publishing Group.

## Grading Policy

Throughout the course, the assignments will be evaluated and the final grade will be decided at the end of the semester as composed of the following elements:

Attendance of group and individual sessions	10%
Fulfilment of individual research plan on writing	10
Reading on the theme of research	10
Written report on research progress (at the beginning of the course)	10
In-class presentation (at the beginning and end of the course)	30 (15*2)
Prepared academic publication (by the end of the course)	30
Total Possible	100%

## Letter grades for the entire course will be assigned as follows:

92.5% and higher = A	80% - 82.49% = B-	67.5% - 69.99% = D+
90.0 - 92.49% = A-	77.5% - 79.99% = C+	62.5% - 67.49% = D
87.5% - 89.99% = B+	72.5% - 77.49% = C	60% - 62.49% = D-
82.5% - 87.49% = B	70% - 72.49% = C-	59.99% and lower = F

## ***Research Paper 2***

Yasushi AOYAMA (Professor)

### **Couse Objective and Contents:**

This is the final stage of the master thesis writing and the most of the teaching will be based on individual meeting, although presentations and discussions among students will also be arranged time to time. Both opportunities are expected to function for providing the students with wider perspective as well as necessity of the further research, to improve logical sequence and argument in the paper.

### **Grading:**

Class attendance and participation in discussions (30% )

In-class presentation of research progress (30% )

Research efforts and attempts (40% )

## ***Research Paper 2***

Takafumi KANEMURA (Professor)

### **Course Description:**

Following the course Research Paper 1, this course will deal with the final writing-up stage of the research. As such, most of the teaching will be individual face to face one, while there will also be some opportunities for group presentations and discussions among students to widen students' perspectives on various issues. Any individual meeting will presuppose substantial preparation—mostly writing—on the side of the students and then reading of it in advance on the side of the teacher. The purposes of such meetings are to identify some necessities for further research, to clarify facts logical sequences and to improve the overall argument in the paper.

### **Grading:**

Research efforts and attempts (30% )

Assessment of quality of research paper (70% )

## ***Research Paper 2***

Kyoko RYU (Professor)

### **Major Objectives of the course:**

This course is supervise the students to writing their own Master's thesis.

### **The Gist of the Lecture:**

The teaching will be based on individual meeting, although presentations and discussions at the class eill also be arranged periodically. Both oppourtunities are expected to function for providing the students with wider perspectives as well as necessity of the further research, to improve logical sequence and argument in the paper.

### **Suggested References:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Grading:**

Research efforts and attempts (100% )

## ***Research Paper 2***

Nobusato KITAOJI (Professor)

### **Major Objectives of the Course:**

This course aims to supervise the students to complete their Master's thesis. This is the final stage of the Master's thesis writing.

### **The Gist of the Lecture:**

Most of the teaching will be based on individual meeting, although presentations and discussions among students will also be arranged from time to time. Both opportunities are expected to function for providing the students with wider perspectives as well as necessity of the further research, to improve logical sequence and argument in the paper.

### **Textbook:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Suggested References:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Grading:**

Research efforts and attempts (30% )

Assessment of quality of Master's thesis (70% )

## ***Research Paper 2***

Prof. S. YAMASHITA

The final stage of the Master's thesis writing. Individual tutorials by the Professor will be arranged according to each student's progress. Presentations and discussions among students will be arranged time to time.

## ***Research Paper 2***

Yuriko Minamoto, Ph.D. (Professor)

### **Course Objectives and Contents:**

This is the final stage of the master thesis writing and the most of the teaching will be based on individual meeting, although presentations and discussions among students will also be arranged time to time. Both opportunities are expected to function for providing the students with wider perspectives as well as necessity of the further research, to improve sequence and argument in the paper.

### **Suggested Readings:**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Grading:**

Class attendance and participation in discussions (30%)

In-class presentation of research progress (30%)

Research efforts and attempts (40%)

## ***Research Paper 2***

Makoto Nagahata (Professor)

### ***Course description and attainment target***

This is the final stage of the master thesis writing based on the research conducted by the students. The course aims at providing necessary advice to the students for improving and completing their research paper. It is also expected that through class discussions, the students will be able to acquire wider perspectives as well as necessity of the further research in order to improve logical sequence and argument in the paper.

### **Course content**

Most of the teaching will be based on individual meetings, although presentations and discussions among the students will also be arranged from time to time. The details of the schedule will be arranged according to the needs and progress of each student.

### **Remarks and Preparation for the course**

In the class presentation and discussions, active participation in the discussion by each student is highly requested.

### **Suggested Readings**

The relevant references related to research theme of individual student will be suggested accordingly.

### **Grading policy**

Class participation in discussions (30%)

Presentation of research progress (30%)

Research efforts and attempts (40%)

## **Research Paper 2**

Elena Shadrina, Ph.D. (Associate Professor)

### **Course Description and Learning Outcomes**

This is a continuation of Research Paper I course required for Development Policy and Economics students. Only those students who have successfully passed Research Paper I course are invited to sign up.

The overall purpose of this course is to assist a master student in finalizing research and writing graduate paper in a timely and ordered manner. Accordingly, the anticipated outcome of this course is submission of completed masters thesis and subsequent successful defense of dissertation at Graduate School of Governance Studies.

### **Course Content**

Week	Theme	Content
1-2	Work-in-progress presentation	In-class report followed by Q&A session and discussion
3-11	Stages (II – VI) of Research Paper I course strictly pertaining to student's actual master thesis theme.	Making necessary adjustments to the research plan and methods, revision of the chapters' drafts, preparation of the publications, etc.
12-13	Work-in-progress presentation	In-class report followed by Q&A session and discussion

### **Remarks and Preparations for the Course**

The course is conducted mainly through the individual sessions between the supervisor and the enrolled students, during which the student reports on the progress in fulfilling the individual research plan and the agenda for further work is discussed in details. Also, the group sessions are held at the beginning and the end of the course in order to provide students with an opportunity to discuss the work-in-progress findings and receive insight from the fellow students.

### **Specifically Recommended Literature**

Calabrese, Raymond L. (2009) *The Dissertation Desk Reference. The Doctoral Student's Manual to Writing the Dissertation*. New York: Rowman and Littlefield Education.

Creswell, John W. (2009) *Research Design. Qualitative, Quantitative, and Mixed Method Approaches*. London: Sage Publications.

Thody, Abgela M. (2006) *Writing and Presenting Research*. London: Sage Publications.

Turabian, Kate L. (2007) *A Manual for Writers of Research Papers, Thesis, and Dissertations*. Chicago and London: The University of Chicago.

### **Supplementary Sources**

Ballengen, Bruce (1999) *The Curious Researcher. A Guide to Writing Research Papers*. Boston: Allyn and Bacon.

Craswell, Gail (2005) *Writing with Academic Success. A postgraduate Guide*. London: Sage Publications.

Evans, David G. (1999) *How to Write a Better Thesis or Report*. Melbourne University Press.

Hamermesh, Daniel S. (1994) Facts and Myths about Refereeing// *The Journal of Economic Perspectives*, Vol. 8, No. 1 (Winter, 1994), pp. 153-163.

Hart, Chris (2005) *Doing Your Master Dissertation*. London: Sage Publications.

Jacobi, Peter P. (1991) *The Magazine Article. How to Think It, Plan It, Write It*. Bloomington: Indiana University Press.

McCloskey, Deirdre (2000) *Economical Writing*. Waveland Press.

McCloskey, Deirdre N. (2000) *Economical Writing*. University of Iowa and Erasmus University of Rotterdam: Waveland Press.

Roberts, Carol M. (2004) *The Dissertation Journey. A Practical and Comprehensive Guide to Planning, Writing and Defending Your Dissertation*. Corwin Press.

Roth, Audrey J. (1989) *The Research Paper: Process, Form and Content*. Wadsworth Pub.Co.

*The Craft of Research* (1995)/ Booth, Wayne et al. University of Chicago Press.

The Devil is in the Details: Converting Good Research into Publishable Articles (2004)// *Journal of Management* 30(1). pp. 1–6

Thompson, William (2001) *A Guide for the Young Economist*. MIT Press.

Woodward, Jeannette A. (1999) *Writing Research Papers. Investigating Resources in Cyberspace*. Lincolnwood: NTC Publishing Group.

### **Grading Policy**

Throughout the course, the assignments will be evaluated and the final grade will be decided at the end of the semester as composed of the following components:

Attendance of group and individual sessions	10%
Fulfilment of individual research plan on writing	10
Reading on the theme of research	10
Written report on research progress (at the beginning of the course)	10
In-class presentation (at the beginning and end of the course)	30 (15*2)
Prepared academic publication (by the end of the course)	30
Total Possible	100%

For details on Letter Grade (A-F) refer to the grading policy stated for Research Paper I.

### **Course description**

When finding a research question, how should we approach to it? How can we make it a "scientific" research? This course provides you with the general methods of social research. Social research method has two major aspects: qualitative and quantitative ones. This course mentions both aspects with some practical exercises, such as using statistical software on a computer. It is ideal if you could bring your own research question or research interest to the class; then, you will be able to work on your topic in class exercises.

### **Major purposes of this course are:**

- To provide general knowledge of social research method;
- To provide practical experiences of data analyses with using computer; and,
- To strengthen the skill to apply social research method to your own research.

### **Course Contents (subject to change)**

- I. Theory of social research
  1. Why social research?
  2. What is social research?
- II. Approach to social research
  3. Designing and planning of data collection
  4. Implementation of data collection
- III. Qualitative approach
  5. Interview
  6. Observation
  7. Document analysis
- IV. Quantitative approach
  8. Data analysis (1): Basic statistics
  9. Data analysis (2): Statistical analysis I
  10. Data analysis (3): Statistical analysis II
  11. Data analysis (4): Case study
- V. Practice of social research
  12. How to report and present the results
  13. Class presentation (1)
  14. Class presentation (2)

### **Textbooks & Suggested Readings**

Materials will be provided and introduced in class.

About Social Research

Punch, K. F. (2006). Introduction to social research: Quantitative and qualitative approaches (2nd ed.). CA:

Sage Publications.

King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.

Brady, H. E., & Collier, D. (2004). *Rethinking social inquiry: Diverse tools, shared standards*. Rowman & Littlefield.

#### About Statistics

Green, S. B., & Salkind, N. J. (2003). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (3rd ed.). New Jersey: Prentice Hall.

Grimm, L., & Yarnold, P. (2004). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.

Grimm, L., & Yarnold, P. (2004). *Reading and understanding more multivariate statistics*. Washington, DC: American Psychological Association.

Kirk, R. E. (1999). *Statistics* (4th ed.). FL: Harcourt Brace.

Tabachnick, B., & Fidell, L. (2001). *Using multivariate statistics* (4th ed.). MA: Allyn & Bacon.

Tabachnick, B., & Fidell, L. (2001). *Using multivariate statistics* (4th ed.). MA: Allyn & Bacon.

Gay, L. R., & Airasian, P. (2003). *Educational research: Competencies for analysis and applications* (7th ed.). NJ: Merrill Prentice Hall.

#### **Grading**

Class attendance.....20%

Class participation.....20%

In-class presentations.....60% (30% + 30%)

**Course description and attainment target**

The aim of this course is to provide students with the knowledge and practice of persuasive presentations in order to provide them with the tools to make effective arguments in front of an audience of their peers and others. The skills imparted in the course should prove to be invaluable to administrators, policy advisors and implementers at all levels of governance. The course will involve students in discussion with their peers on various subjects close to their studies. In these discussions students will be guided by the principles of logic and the relevance of their ideas and arguments to good and effective governance. After coming to a decision on the topic of the presentation students will be guided as they make a draft of their presentation. This draft will then be discussed with the rest of the group whose ideas and criticisms will be incorporated into the draft by the student. This will then be crafted into a presentation paper. This paper will then be re-coded into note form so that it can be delivered in "talk" form rather than reading aloud.

Students will also have to imagine the kinds of questions which may be brought up by their peers on the performance day and prepare fully for these. The student will learn the techniques for a presentation such as eye contact, relaxation exercises and thinking on one's feet. There will be feedback from the teacher and the rest of the class so that the student can improve his/her performance in subsequent presentations.

**Course content**

< I >

Introduction

What is persuasive presentation? What is informative presentation? Differences and similarities.

Rhetorical Choices

Understanding the importance and place of verbal and nonverbal communication.

Audience Feedback

How do we interpret feedback from the audience and peers for improvement.

< II >

Choosing the main ideas

Organising ideas for a conference presentation. Deciding on priorities.

Supporting Evidence

Choosing evidence that will effectively reinforce the message.

Introductions and Conclusions

After organising the message and evidence the presentation needs to be framed with an effective beginning and end.

< III >

Audiovisual Aids

Most presentations need some A/V support in order to engage the audience. Powerpoint is the most popular form at present.

Practice make perfect

Using the potential audience to form a testing pad for your initial presentation.

#### Evaluating Feedback

Listing comments provided by your peers in the rehearsal and revisiting your presentation.

<IV>

#### The Presentation (1)

How to use the voice, breathing and posture to make the presentation more effective.

#### The Presentation (2)

Eye contact, use of notes and body language for better presentation.

#### The Presentation (3)

Making best use of questions and feedback. Ending smoothly.

#### Evaluation

Discussing with the other students your achievement and reflecting on how you can improve.

### **Remarks and Preparation for the course**

Good attendance and a positive attitude are vital.

### **Text books**

There is no textbook. However, textbooks may be suggested as appropriate.

### **Suggested Readings**

As this is a practical course readings beforehand will not be necessary. Readings may be suggested as and when appropriate

### **Grading policy**

Consistent class attendance (30%). Class participation (30%). Presentations (40%)

### **Other**

Come with curiosity.