

2018

Graduate School of Governance Studies

Syllabus

Meiji University

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# Academic calendar of 2018 (Graduate School of Governance Studies)

## 【Spring semester】 April 1 to September 19

Orientation for newly - enrolled students	March 31 (Sat.)
Health check	Early April
Class starts	April 4 (Wed.)
Registration period	Early April
Entrance ceremony (April intake students)	April 7 (Sat.)
Distribution of the individual registration	Mid April
Period to review registrations	Mid April
Preliminary registration of the tentative title of research paper (September graduating students)	May 10 (Thu.) to 16 (Wed.)
Date of submission of research paper (September graduating students)	July 5 (Thu.) to July 7 (Sat.)
Thesis Defence (September graduating students)	July 21 (Sat.)
End of class	July 31 (Tue.)
Summer vacation	August 1 (Wed.) to September 19 (Wed.)
Graduation ceremony (September Graduating students)	September 19 (Wed.)

※ Date to be offered Classes held on national holidays : July 16 (Mon.)

※ Temporary University holidays : April 7 (Sat.), May 1 (Tue.), May 2 (Wed.)

## 【Fall semester】 September 20 to March 31

Orientation for newly - enrolled students	September 15 (Sat.)
Entrance ceremony (September intake students)	September 19 (Wed.)
Class starts	September 21 (Fri.)
Registration period	End September
Distribution of the individual registration	Early October
Period to review registrations	Early October
Preliminary registration of the tentative title of research paper (March graduating students)	October 18 (Thu.) to October 24 (Wed.)
Anniversary of university foundation (No class)	November 1 (Thu.)
Winter vacation	December 25 (Tue.) to January 6 (Sun.)
Date of submission of research paper (March graduating students)	January 10 (Thu.) to 12 (Sat.)
Thesis Defence (March graduating students)	January 27 (Sun.)
End of class	February 4 (Mon.)
Graduation ceremony (March Graduating students)	March 26 (Tue.)

※ Date to be offered Classes held on national holidays : September 24 (Mon.), October 8 (Mon.)

※ Temporary University holidays : September 20 (Thu.), November 2 (Fri.) , November 5 (Mon.) ~ 7 (Wed.) , January 19 (Sat.)

## Academic Credit Requirements

- Requirement for the completion of the Master's course are;
  - To earn 40 credits and complete a Master's thesis.
  - To earn 4 credits each from Field A and Field B. (Applicable to students admitted from April 2018 onwards)
  - To complete courses given by the supervisor: "Research Method 1" and "Research Method 2" in the first year and "Research Paper 1" and "Research Paper 2" in the second year.
  - In addition to the above, students are required to earn 2 credits at least of the courses given by the supervisor.
- The maximum number of credits that can be registered in any one year is 36.

# Courses and Teaching Staff

Courses Title	Credit	Title	Name	Page
<b>Field A : Basic subject - Policy, administration, management</b>				
Governance Studies	2	Professor	Kyoko Ryu	6
Intergovernmental Relations	2	Professor	Kyoko Ryu	8
Urban Spatial Policy	2	Professor	Masahiro Matsuura	10
Urban Management Policy	2		—	
Introduction to Public Policy Analysis	2	Professor	Masahiro Matsuura	12
Evaluation Theory and Practice	2	Professor	Yuriko Minamoto	14
Comparative Local Government	2	Professor	Shigeru Yamashita	16
TQM in Public Sector	2	Professor	Junro Nishide	18
QM in Japanese Public Sector	2	Professor	Junro Nishide	19
Spatial Planning	2	Professor	Kiyoshi Kobayashi	20
Negotiation in the Public Sector	2	Professor	Masahiro Matsuura	22
Government and Politics in Developing Countries	2	Professor	Yuichi Sasaoka	24
Global Governance (Theory)	2	Professor	Yuichi Sasaoka	26
Global Governance (Institutions)	2	Professor	Yuichi Sasaoka	28
NGO/NPO Policy	2	Professor	Makoto Nagahata	30
NGO/NPO Management	2	Professor	Makoto Nagahata	32
Crisis Management for Natural Disasters	2	Lecturer	Kazuyuki Sasaki	34
<b>Field B : Basic subject - Economic, finance, development</b>				
Public Financial Management	2	Professor	Hideaki Tanaka	36
Public Finance	2	Professor	Hideaki Tanaka	39
Macroeconomics A	2	Professor	Ryuta Kato	42
Macroeconomics B	2	Professor	Ryuta Kato	44
Microeconomics A	2	Professor	Ryuta Kato	46
Microeconomics B	2	Professor	Ryuta Kato	48
Growth Theory and Developing Countries	2		—	
Economic Development	2		—	
Politics and Economics in East Asia	2	Lecturer	Masaki Takahashi	50
Economic System and Environment	2	Lecturer	Kousuke Ninomiya	52
Social Policy	2	Lecturer	Rosario Laratta	54
Social Development	2	Professor	Yuriko Minamoto	57
Tax Policy and Tax Administration	2	Lecturer	Takafumi Kanemura	59
<b>Field C : Applied Policy Study</b>				
<b>Policy, evaluation</b>				
Current Development in Public Policy and Management	2	Professor	Yuriko Minamoto	61
Consensus Building in the Public Sector	2	Professor	Masahiro Matsuura	63
Public Policy	2	Lecturer	Nobuhisa Taira	65
Policy Evaluation	2	Lecturer	Nobuhisa Taira	67
<b>Public administration management</b>				
Japanese Politics and Society	2	Lecturer	Masahiro Mogaki	69
Comparative Public Administration	2	Professor	Kosaku Dairokuno	78
Comparative Study of Corruption	2	Professor	Kosaku Dairokuno	79
Civil Service Systems in Japan and Abroad	2	Professor	Shigeru Yamashita	81
Human Resource Management	2	Professor	Makoto Nagahata	83
Leadership Theory and Practice	2	Lecturer	Kazuyuki Sasaki	85
<b>Local government</b>				
Japanese Local Government (Management)	2		—	
Japanese Local Government (Finance)	2	Professor	Shunsuke Kimura	87
Human Resources Development in Local Government	2	Professor	Shigeru Yamashita	89
<b>Urban design</b>				
Urban Design	2	Lecturer	Keimi Harada	90
Introducing Spatial Planning in Tokyo	2	Professor	Kiyoshi Kobayashi	92
Urban Management and Environment	2	Professor	Masami Tsuji	94
<b>Crisis management</b>				
Education for Crisis and Contingency Management	2	Professor	Shigeru Yamashita	96
Crisis Management and Civil Society	2	Lecturer	Yoshiki Kobayashi	97
Crisis Management and Public Administration	2	Lecturer	Keisuke Tsukada	99
Crisis and Contingency Management	2		—	

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<b>Economics, finance</b>				
Japanese Economy in International Environment	2	Professor	Etsuko Katsu	100
Japanese Economic Policy	2	Professor	Etsuko Katsu	102
Planning, Finance and Management for Development	2		—	
<b>Community/Regional development</b>				
Community Engagement and Facilitation	2	Professor	Makoto Nagahata	104
Planning Regional Economic Development	2		—	
Urban and Regional Development Planning	2	Lecturer	Takayuki Kubo	106
<b>Environment</b>				
Environmental Governance	2	Professor	Masami Tsuji	108
Environmental Management	2	Professor	Masami Tsuji	110
Environmental Assessment	2	Professor	Masami Tsuji	112
<b>Education</b>				
Comparative and International Education	2	Assistant Professor	Akiko Hayashi	114
Japanese Education in Comparative Perspective	2	Assistant Professor	Akiko Hayashi	116
<b>International issues</b>				
Japanese Foreign and Development Policy	2	Professor	Yuichi Sasaoka	118
Political Economy of Development	2	Professor	Yumi Horikane	120
Theories and Experience of the Developmental State	2	Professor	Yumi Horikane	122
International Economics and Finance	2	Lecturer	Ryoichi Okuzumi	124
<b>Business</b>				
Private Sector Development	2	Lecturer	Takuji Kameyama	126
Business, Policy and Environment	2	Lecturer	Kousuke Ninomiya	128
<b>Field D : Practical seminars</b>				
Social Research Method	2	Lecturer	Aki Yonehara	130
Introductory Statistics for Social Research	2	Lecturer	Aki Yonehara	132
Qualitative Research Methods	2	Assistant Professor	Akiko Hayashi	134
Masters Thesis Development	2	Assistant Professor	Akiko Hayashi	136
Analyzing and Writing in Qualitative Research	2	Assistant Professor	Akiko Hayashi	137
Elementary Academic English	2	Lecturer	Evelyn J.Naoumi	139
Intermediate Academic English (Writing)	2	Lecturer	Evelyn J.Naoumi	141
Intermediate Academic English (Communication)	2	Lecturer	Evelyn J.Naoumi	143
Advanced Academic English	2	Lecturer	Evelyn J.Naoumi	144
Speech, Presentation and Performance	2		—	
Research Method 1	2	Professor	Takafumi Kanemura	146
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Name of Subject	Name of Professor
<b>Governance Studies</b>	Kyoko Ryu
<b>Course description and Attainment target</b>	
<p>The purpose of this course is to take a basic view of governance in international context. The last thirty 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.</p> <p>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.</p>	
<b>Course content</b>	
<p>Week 1 Orientation</p> <p>Week 2 History of Libelasim</p> <p>Week 3 From Government to Governance/ From Welfare State to Sustainable Welfare State</p> <p>Week 4 Economic context of Governance</p> <p>Week 5 Political context of Governance</p> <p>Week 6 Administarative context of Governance</p> <p>Week 7 Public choice theory &amp; Ratinal choice theory</p> <p>Week 8 Privatization and now</p> <p>Week 9 Deregulation and now</p> <p>Week 10 New Public Management and now</p> <p>Week 11 Presentation and discussion on concrete case of Governance (1)</p> <p>Week 12 Presentation and discussion on concrete case of Governance (2)</p> <p>Week 13 Presentation and discussion on concrete case of Governance (3)</p> <p>Week 14 Presentation and discussion on concrete case of Governance (4)</p>	
<b>Prerequisites and registration requirements</b>	
<p>All students are expected to do three things</p> <ol style="list-style-type: none"> <li>1 . one presentation about the topics you chose.</li> <li>2 . speak and discuss at the class</li> </ol>	
<b>Preparation for the course</b>	
<p>Instruct in the class</p>	
<b>Textbooks</b>	

## Suggested readings

Bevir, M. Governance: A Very Short Introduction, 2012.

Christensen T et al. (eds.), The Ashgate Reserch 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, Combridge 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.

## Grading policy

1 . presentation 60%

2 . contribution to the class 40%

## Other



Name of Subject	Name of Professor
<b>Intergovernmental Relations</b>	Kyoko Ryu
<b>Course description and Attainment target</b>	
<p>The purpose of this course is to take a broad view of Intergovernmental Relations (IGR) both in theory and practice in comparative and international context. IGR concerns the coordination/cooperation of local, regional/state and national/federal governments to achieve a common goal by public policies. Local governments and regional/state governments are spheres of government in their own right, but at the same time they are components of one sovereign state. How they work together on decision making and coordinate budgets, policies, and activities. IGR as the theory has an origin in USA, but developed worldwide. When we see the IGR in European states, IGR would become Multi-Level Governance (MLG) because of the relationship with EU. When we see the IGR in developing countries, IGR should concern more about the international partners like IMF, World Bank, UN and other international NGOs. Students are encouraged to contribute to the class discussion by bringing out the examples or cases of the country they are from. The class also stresses writings and students are sometimes required to present observation papers as preparation to the class.</p>	
<b>Course content</b>	
<p>Week 1 Orientation  Week 2 Origi of IGR: Formation of Nation State  Week 3 Two prototype of IGR in 19th century  Week 4 Continental type  Week 5 Anglo-American Type  Week 6 Development of the state and integration of 2 types in 20th century  Week 7 Development 1 : Welfare State  Week 8 Development 2 : Sustainable Welfare state  Week 9 Integration Pattern 1 : Cotinental Type towrd Anglo-American Type Japanese case  Week10 Integration Pattern 2: Anglo-American Type to Continental Type UK case  Week11 Federal System and Unitary System  Week12 Large city system  Week13 Political dimension of IGR  Week14 IGR in developing countries</p>	
<b>Prerequisites and registration requirements</b>	
<p>All students are expected to do three things  1 . one presentation about the IGR of his/her own country.  2 . speak and discuss at the class</p>	
<b>Preparation for the course</b>	
Instruct in the class	
<b>Textbooks</b>	

### Suggested readings

L J. O'Toole Jr. & R K.Christensen eds. *American Intergovernmental Relations*, Sage, 2013.

E.Ongaro, A.Massey, M.Holzer, E.Wayenberg eds. *Policy, Performance and Management in Governance and Intergovernmental Relations*, Edward Elgar, 2011.

E.Ongaro, A.Massey, M.Holzer, E.Wayenberg eds. *Governance and Intergovernmental Relations in the European Union and the United States*, Edward Elgar, 2010.

Mark Turner eds. *Central-Local Relations in Asia-Pacific*, Macmillan Press, 1999.

### Grading policy

- 1 . presentation 60%
- 2 . observation papers 20%
- 3 . discussion 20%

### Other

Name of Subject		Name of Professor
Urban Spatial Policy		Masahiro Matsuura
Course description and Attainment target		
<p>This course provides the basic knowledge about the urban and regional spatial planning policy. In particular, the course will discuss urban and regional planning systems in Japan, theory and history of urban planning, current issues in urban planning, and innovative planning practice of today. In order to familiarize students with the urban developments in the Kanto region, we will organize two site visits to learn about the physical designs of urban and regional developments.</p>		
Course content		
Week	Theme	Contents
Week 1 :	Outline	<ul style="list-style-type: none"> <li>- Outline of the lecture</li> <li>- Introduction to urban spatial planning</li> </ul>
Week 2 :	Urban planning in Japan	<ul style="list-style-type: none"> <li>- City Planning Act and other legal systems</li> <li>- Area classifications, zoning, FAR, and other key features</li> </ul>
Week 3 :	Environmental Impact Assessments and national planning in Japan	<ul style="list-style-type: none"> <li>- EIA Act and its formal procedures in Japan</li> <li>- Historical development of national and regional plans in Japan</li> </ul>
Week 4 :	District level planning in Japan	<ul style="list-style-type: none"> <li>- Japanese planning schemes, including land readjustment, urban redevelopment, district planning</li> </ul>
Week 5 :	Transportation planning	<ul style="list-style-type: none"> <li>- Urban transportation planning</li> <li>- Street planning</li> </ul>
Week 6 :	Urban economics	<ul style="list-style-type: none"> <li>- Economy of scale for cities</li> <li>- Land price and rent, benefits from public works</li> </ul>
Week 7 :	History of cities	<ul style="list-style-type: none"> <li>- History of cities around the world</li> <li>- History of cities in Japan</li> <li>- Garden city movement by E. Howard</li> </ul>
Week 8 :	Theories for modern cities	<ul style="list-style-type: none"> <li>- Futuristic machinery cities of Le Corbusier</li> <li>- "Death and Life of American Cities" by J. Jacobs</li> </ul>
Week 9 :	Emerging tools for planning	<ul style="list-style-type: none"> <li>- Tactical urbanism</li> <li>- Transition management</li> <li>- Living lab and urban design centers</li> </ul>
Site Visit # 1 : (Tuesday morning in June: Date TBD)		<ul style="list-style-type: none"> <li>- Urawa Misono New town</li> <li>- Most recent (and probably the last) residential new town development in Japan</li> </ul>
Site Visit # 2 : (Tuesday in July: Date TBD)		<ul style="list-style-type: none"> <li>- Yokohama Minatomirai 21</li> <li>- Large-scale urban (re)development in the waterfront area</li> </ul>
Prerequisites and registration requirements		
<p>No prerequisite. Students must join site visits in Urawa-Misono and Yokohama: transportation and other incidental costs must be covered by each participating student.</p>		

Preparation for the course
Students are expected to acquire basic knowledge in urban spatial planning issues. Three quiz sessions will be administered during the semester to test the knowledge of each student.
Textbooks
None.
Suggested readings
<p>André Sorensen and Carolin Funck (Ed.s) "Living Cities in Japan: Citizens' Movements, Machizukuri and Local Environments (The Nissan Institute/Routledge Japanese Studies)"</p> <p>E. Howard "Garden Cities of To-Morrow"</p> <p>J. Jacobs "The Death and Life of Great American Cities"</p> <p>K. Lynch "The Image of the City"</p>
Grading policy
<p>Class participation and contribution to the discussion : 60%</p> <p>Three mini-quiz: 40%</p>
Other
None.

Name of Subject		Name of Professor
Introduction to Public Policy Analysis		Masahiro Matsuura
Course description and Attainment target		
<p>This course provides an introduction to theoretical frameworks for analyzing policy processes. It starts with an overview of canonical theories on policy processes, such as problem definition, incrementalism, agenda setting, implementation, and bureaucracy. We will also discuss the influence of cultural and institutional contexts and the role of knowledge in the policy process. This course will also cover recent trends, such as policy networks, advocacy coalition, policy transfer, and deliberative democracy. The course will discuss the practice of policy-making in Japan as well. The course is structured around pre-class readings and in-class discussions. Students are asked to present a synthesized summary of their assigned readings in the class.</p>		
Course content		
Week	Theme	Contents
Week 1	Introduction	
Week 2	Incrementalism	Lindblom, C. (1959). The Science of “Muddling Through”, <i>Public Administration Review</i> , 19 (2), pp. 79–88.
Week 3	Path dependence	David, P. (1985) Clio and the Economics of QWERTY, <i>The American Economic Review</i> , 75 (2), pp. 332–337.
Week 4	Agenda setting	Kingdon, J. (1995). <i>Agendas, Alternatives, and Public Policies</i> (2nd Ed.). New York, NY: Addison-Wesley. Chapter 9.
Week 5	Problem definition	Stone, D. (1988). <i>Policy Paradox: the art of political decision making</i> . New York, NY: W.W. Norton. Chapter 6.
Week 6	Institutions (1)	Argyris, C. (1992). <i>On Organizational Learning</i> . Cambridge, MA: Blackwell. Chapter 1.
Week 7	Institutions (2)	Ostrom, E. (1990). <i>Governing the Commons</i> . New York, NY: Univ. of Cambridge. Chapter 3.
Week 8	Policy transfer and lesson drawing	Dolowitz, D. and Marsh, D. (2000). Learning from Abroad: The Role of Policy Transfer in Contemporary Policy-Making, <i>Governance</i> , 13 (1), pp. 5–23. Rose, R. (1991). What is Lesson-Drawing, <i>Journal of Public Policy</i> , 11, pp. 3–30.
Week 9	Scientific advice	Stirling, A. (2010). Keep it complex. <i>Nature</i> 468, pp. 1029–1031
Week 10	Japanese policy processes	Freeman, L. A. (2000). <i>Closing the Shop: Information cartels and Japan’s Mass Media</i> . Princeton, NJ: Princeton Univ. Press. Chapter 3. Schwartz, F. and Pharr, S. (eds.) (2003). <i>The State of Civil Society in Japan</i> . Cambridge, UK: Cambridge University Press. Introduction.
Week 11	Public participation	Arnstein, S (1969). A Ladder of Citizen Participation. <i>Journal of the American Institute of Planners</i> , 35, pp.216–224.

Week 12	Deliberative democracy	Reich, R. (ed.) (1988). <i>The Power of Public Ideas</i> . Cambridge, MA: Harvard Univ. Chapter 6.
Week 13	Collaborative governance	Carpenter, S. L., & Kennedy, W. J. D. (1988). <i>Managing Public Disputes: A practical guide to handling conflict and reaching agreements</i> . San Francisco, CA: Jossey-Bass. Chapter 2 [no need to review the case descriptions]
Week 14	Wrap-up (Final exam)	
Prerequisites and registration requirements		
None.		
Preparation for the course		
Each student should read these reading materials before the class and be able to discuss his or her lessons from reading them. One of the students will be assigned to provide a short summary (20 min.) of the material at the beginning of each class. Students are then asked to discuss how the lessons can be applied to analyzing various instances of policy-making in recent years.		
Textbooks		
Reading materials will be provided at the outset of the course.		
Suggested readings		
Grading policy		
Class participation 30%, Short quiz 40%, Final exam 15%, Short essay (2 pages, single spaced) 15%		
Other		

Name of Subject		Name of Professor
Evaluation Theory and Practice		Yuriko Minamoto
Course description and Attainment target		
<p>This course serves as an introduction to “Program Evaluation”, 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.</p>		
Course content		
Times	Theme	Contents
1 st	Introduction to Program Evaluation	Discussion on basic concepts of evaluation: history, definition, domain, objectives and contribution of evaluation/who are evaluators.
2 nd	Program theory	One of critical step of program evaluation is to understand the program to be evaluated (evaluand). Learning of program theory model as a tool to understand and clarify the logic of the program.
3 rd	Developing evaluation questions and evaluation criteria	Discussion on key elements to be considered in formulating evaluation questions.
4 th	Evaluation indicators and data collection methods	Learning key issues to identify good indicators for evaluation and various data collection methods responding to indicators.
5 th	Data analysis	Discussion on characteristics of both quantitative and qualitative data analysis methods with some exercises.
6 th	Theory evaluation and Process evaluation	Learning theories and practice of Theory evaluation and Process evaluation that will play a significant role in formative evaluation.
7 th	Impact evaluation (1)	Measuring impact of program intervention is one of major concern for decision makers. Learning characteristics of impact evaluation design with some case examples.
8 th	Impact evaluation (2)	(cont'd.)
9 th	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	Presentations by participants (1)	
14th	Presentations by participants (2)	

### Prerequisites and registration requirements

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.

### Preparation for the course

The students are required to read through the handout materials before the class.

### Textbooks

Copies of 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 the discussions: 20%

Quize: 20%

Term paper: 60%

### Other



Name of Subject	Name of Professor
<b>Comparative Local Government</b>	Shigeru Yamashita
<b>Course description and Attainment target</b>	
<p>This lecture aims at:</p> <ol style="list-style-type: none"> <li>(1) Firstly, providing the students with practical information on institutional structures and workings of Local Government systems in various countries;</li> <li>(2) Secondly, giving them opportunities to try brief presentations on their own countries' LG systems in comparison with other countries' situations;</li> <li>(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.</li> </ol>	
<b>Course content</b>	
<p>* Following topics, for instance, will be allocated among 14-weeks depending upon the number of participants and their countries etc.</p> <p>Part 1 Outline of the Local Government system in Japan</p> <p>Part 2 LG systems in other countries</p> <ol style="list-style-type: none"> <li>(1) France</li> <li>(2) United Kingdom</li> <li>(3) Other countries in Europe e.g. Germany</li> <li>(4) Ditto : Italy</li> <li>(5) Ditto : Spain</li> <li>(6) Ditto : Sweden et.al.</li> <li>(7) USA</li> </ol> <p>Part 3 LG systems in students' own Countries et.al. and cross-national comparison</p> <ol style="list-style-type: none"> <li>(1) LG System in Country X</li> <li>(2) Ditto : Country Y</li> <li>(3) Ditto : Country Z</li> <li>(4) Cross-national comparison 1</li> <li>(5) Ditto 2</li> </ol> <p>Part 4 Major issues in Local Governance</p> <ol style="list-style-type: none"> <li>(1) De-centralization etc.</li> <li>(2) European Charter of Local Self-Government</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>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&amp;A and discussions. A few short essay-type reports may also be required of the students.</p>	
<b>Preparation for the course</b>	
<p>Each student is advised to acquire relevant data on the system and actual situations of local government in his/her own country.</p>	
<b>Textbooks</b>	
<p>No textbook is used. Necessary basic data will be provided in the class.</p>	

Suggested readings
Reading materials will be provided in the class.
Grading policy
Participation and discussions in the class (60%) In-class presentations + reports (40%)
Other

Name of Subject	Name of Professor
<b>TQM in Public Sector</b>	Junro Nishide
<b>Course description and Attainment target</b>	
<p>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 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 how those theories and techniques must be modified in applying to public sector management.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Historical Review of Quality Management</li> <li>2 - 3. QC (Quality Control) Problem Solving Approach and the QC Viewpoint</li> <li>4 - 5. The QC Seven-Step Formula and the QC Tools</li> <li>6. The Nature of TQM (Total Quality Management)</li> <li>7. Japanese Management Style and TQM</li> <li>7. Applying TQM in the Public Sector</li> <li>8 - 9. Examples of TQM Application to Public Organizations</li> <li>10-11. Issues and Problems in Adopting TQM in the Public Sector</li> <li>12-13. Organization's Goals and Breakthrough Objectives</li> <li>14-15. Integrated Quality Management System</li> </ol>	
<b>Prerequisites and registration requirements</b>	
Students are required to make oral reports on the assigned chapters of textbooks.	
<b>Preparation for the course</b>	
Every student is required to read and understand the chapters of the textbooks before attending to the presentation session of those chapters.	
<b>Textbooks</b>	
<p>Hosotani, Katsuya (1992) The QC Problem Solving Approach: Solving Workplace Problems the Japanese Way, 3A Corporation</p> <p>Morgan, Colin, Stephen Murgatroyd (1994) Total Quality Management in the Public Sector: An International Perspective, Open University Press</p>	
<b>Suggested readings</b>	
<b>Grading policy</b>	
<p>Oral Reports on Assigned Readings (60%)</p> <p>Participation to Classroom Discussions (20%)</p> <p>Term Papers (20%)</p>	
<b>Other</b>	

Name of Subject	Name of Professor
<b>QM in Japanese Public Sector</b>	Junro Nishide
<b>Course description and Attainment target</b>	
<p>This course aims to provide students with concrete ideas of QM (Quality Management) practices in Public Sector through a field research. The class will visit some of the leading public organizations in quality management to learn from their management staff on the effectiveness of the system 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 new systems which include quality circle movements 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.)</p>	
<b>Course content</b>	
<p>Major aims of the field research are :</p> <ul style="list-style-type: none"> <li>A. Understanding QM</li> <li>B. Understanding major difficulties in QM in Japanese public sector</li> <li>C. Learning the process of introducing QM system in leading public organizations</li> <li>D. Learning the effectiveness and problems in using The systems through observation of actual situation in typical examples of QM applications public organizations in Japan</li> </ul>	
<b>Prerequisites and registration requirements</b>	
<p>The precise schedule will be announced before the end of the spring semester.</p>	
<b>Preparation for the course</b>	
<p>Details of required preparation before participating the field research will be explained in the orientation session held on the first day in a classroom.</p>	
<b>Textbooks</b>	
<p>The students are expected to read the text book and handout materials before the class.</p>	
<b>Suggested readings</b>	
<b>Grading policy</b>	
<p>Contribution to the class (40%) Term paper (60%)</p>	
<b>Other</b>	
<p>日本人学生及び科目等履修生が受講の場合、フィールド・ワーク等への参加費は、原則として実費負担となります。</p>	

Name of Subject	Name of Professor
<b>Spatial Planning</b>	Kiyoshi Kobayashi
<b>Course description and Attainment target</b>	
<p>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:</p> <p>Firstly, I would point out that the “Spatial Planning” includes the strategic driver and the decision process affecting development.</p> <p>Secondly, it is more spatial than traditional planning, and it has good planning framework where development is carried out.</p> <p>And finally, it pays attention to the management of resources integrated with other strategies as well.</p> <p>So we can it Comprehensive planning. It consists of urban, welfare, transportation, educational, job creating, and other kind of planning. In this class lecture on the planning of various eras, countries and fields. I also have a plan to invite guest speakers and discuss planning openly.</p>	
<b>Course content</b>	
<ul style="list-style-type: none"> <li>A. General principles on spatial planning</li> <li>B. Japanese planning and Tokyo Metropolitan Government planning</li> <li>C. London Plan and The European Spatial Development Perspective</li> <li>D. Floor area ratio and Townscape</li> <li>E. Social inclusion</li> <li>F. Smart growth, Compact city, and Sustainable development</li> <li>G. Town centre management</li> <li>H. Tokyo Vision for Arts and Culture</li> <li>I. Housing planning</li> <li>J. The influence of economic liberalization on privatization</li> <li>K. Financial planning</li> <li>L. Crisis management and disaster prevention</li> <li>M. Public private partnership</li> <li>N. Environmental concerns</li> <li>O. Urban Planning of Tokyo</li> </ul>	
<b>Prerequisites and registration requirements</b>	
<p>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.</p> <p>October 2018 - Tuesday 23th - field work  November 2018 - Tuesday 6th - field work  - A lecture on New York City Urban Planning  November 17 SAT, 14:00 - 17:00  November 18 SUN, 14:00 - 17:00  November 19 MON, 19:00 - 22:00</p> <p>Students are highly recommended to take up “Spatial Planning” together with this field research course.</p>	

Preparation for the course
I will indicate by that time.
Textbooks
Suggested readings
Grading policy
Consistent class attendance (30%) Participation in class discussions (30%) Term paper (40%)
Other

Name of Subject		Name of Professor
<b>Negotiation in the Public Sector</b>		Masahiro Matsuura
Course description and Attainment target		
<p>Negotiation is an integral part of everyday business. Even in the public sector, you will have to negotiate with a wide varieties of stakeholders, both inside and outside the office, in various stages of policy-making and implementation. Theory and practice of negotiation has been explored particularly in the US for the last thirty years and they have been taught at most professional schools (e.g., public policy and business schools). This course follows the same format.</p> <p>The course will provide an overview of theories and techniques for negotiation analysis and also opportunities for the students to test and horn their practical skills through simulated negotiations.</p>		
Course content		
Week	Theme	Contents
Week 1	Introduction	-Introduction to the course
Week 2	Position and Interests, BATNA	-Separating positions and interests -Best Alternative to a Negotiated Agreement
Week 3	Distributive bargaining	-Single-issue negotiation that tends to end up In competitive strategies
Week 4	Negotiation exercise (1)	-Simulated negotiation of distributive bargaining between a pair of students
Week 5	Integrative Bargaining	-Multiple-issue negotiation that enables value creation (Win-Win) for both sides
Week 6	Negotiation exercise (2)	-Simulated negotiation of integrative bargaining between a pair of students
Week 7	Multi-party negotiation	-Resolving public policy disputes often involves a number of stakeholders -Multi-party negotiation requires stakeholder identification and process management
Week 8	Negotiation exercise (3)	-Simulated negotiation of multi-party negotiation
Week 9	Facilitating dialogue	-Learn practical techniques for facilitating dialogues for negotiation
Week 10	Negotiation exercise (4)	-Simulated negotiation involving the facilitator's role
Week 11	Fairness in distributing value	-Challenges of creating and claiming value and theoretical discussions about the "fair" distribution of added values
Week 12	Value-laden disputes	-Public policy disputes are often entrenched by value-laden discourses that cannot be negotiated for a resolution, but how can we deal with them?
Week 13	Negotiation exercise (5)	-Simulated negotiation of value-laden issues
Week 14	Wrap-up	-Final exam and wrap-up

Prerequisites and registration requirements
None.
Preparation for the course
Each student should reflect on lectures by the instructor and apply and test the skills during the simulated negotiation exercises.
Textbooks
Fisher, R. and Ury, W. (1991). Getting to Yes, Penguin.
Suggested readings
Lax, D. and Sebenius, J. (1987). Manager as Negotiator, Free Press.
Grading policy
Class participation 40%, Five essays reflecting the exercise 40%, Final exam 20%
Other
This course will NOT provide instructions for psychological tactics and positional “hard” bargaining.



Name of Subject	Name of Professor
<b>Government and Politics in Developing Countries</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>Course Outline and Attainment Target</p> <p>This course serves as an introductory course to governance and politics, which covers structural constraints (states), dynamic process (civil society) and externally-driven (external interests and donors) development processes, which are explained by political science theory and area study. This course deals with conceptual overview and empirical illustrations of the several regions' (mainly Asia, Sub-Saharan Africa, Latin America) governance and politics, and some remarkable comparative elements among them. Therefore, this course is suited for any students who are interested in international development, international politics and developing countries in general.</p> <p>The primary objectives of this course are two-fold: (1) to understand theoretical background of African (developing country) governance and politics; and (2) to master basic analytical perspectives.</p> <p>Governance in developing countries today is filled with the disappointment of centralistic governance, although a majority of states have experienced economic growth in the 2000s. 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 consolidated in the society of developing countries, but still many are considered as hybrid (semi-authoritarian or semi-democratic) societies (Freedom House). How to promote democratization and political liberalization has been the important issue, but they need to accompany with local values and multiple stakeholder views that construct civil society in developing countries.</p>	
<b>Course content</b>	
<p>Course Description</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Actors (1) state</li> <li>3. (2) civil society</li> <li>4. (3) external interests (colonialism, conditionality and donor generosity and interests)</li> <li>5. History (1) pre-colonial and colonial times</li> <li>6. (2) independence times</li> <li>7. (3) cold war period</li> <li>8. (4) post-cold war period</li> <li>9. Identity/Ideology (1) ethnicity, race and religion</li> <li>10. (2) nationalism and patriotism</li> <li>11. (3) social class, socialism and populism</li> <li>12. Legitimacy (1) neo-patrimonialism</li> <li>13. (2) democracy</li> <li>14. (3) hybrid regimes</li> </ol> <p>If necessary, other issues will be taken up in responding to the needs of the participants.</p>	
<b>Prerequisites and registration requirements</b>	
<p>Students are expected to read the textbook and references before attending the class and participate in the discussions.</p>	

Preparation for the course
As mentioned in the prerequisites.
Textbooks
Alex Thomson (2010) "An introduction to African Politics", Routledge, third edition. and several articles.
Suggested readings
<p>The following materials are useful.</p> <p>Martin Meredith (2005) "The Fate of Africa: A History of Fifty Years of Independence", The Free Press and paperback.</p> <p>Robert Calderisi (2006) "The Trouble with Africa: Why Foreign Aid Isn't Working", Palgrave Macmillan and paperback.</p> <p>Richard Dowden (2008) "Africa: Altered States, Ordinary Miracles", Portobello Books Ltd and paperback.</p> <p>John W. Forje (2009) "The Challenges of Administrative Political and Developmental Renewal in Africa", Nova Science Publisher Inc.</p>
Grading policy
Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: course participation (40%); reporting (50%); and memo (10%).
Other

Name of Subject	Name of Professor
<b>Global Governance (Theory)</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>This course aims at deepening the understanding of International Relations (IR) with the emphasis of global governance (or global issues, globalization). This course is the standard contents for graduate students, while another class, Global Governance (Institutions) has more specializing focus on multilateral organizations and/or the United Nations. The first textbook deals with sector issues of global governance and covers the latest developments in the world politics, thereby can provide good particular starting points for this class.</p> <p>The primary objectives of this course are two-fold: (1) to understand major theories and approaches of IR; and (2) to familiarize with the background of current international and global events. Today's world has deepened the global networks and facilitated public discussions on multiple issues in a global scale. You are invited to join in such a discussion.</p> <p>Especially, this year I would like to invite you to the discussion such as "the demand for global governance has never been higher, and so why is the supply of viable institutions so low?"</p>	
<b>Course content</b>	
<p>Course Description and Course Schedule (tentative)</p> <ol style="list-style-type: none"> <li>1. Introduction/Rethinking Demand, Purpose and Progress in Global Governance</li> <li>2. The Changing Concept of Global Governance (1) The Great Descent</li> <li>3. above-mentioned (2) Who is Liberal Now?</li> <li>4. above-mentioned (3) The Social Purposes of Global Governance</li> <li>5. Issue Areas (1) Conflicts and Security</li> <li>6. above-mentioned (2) Human Rights</li> <li>7. above-mentioned (3) Atrocity Crimes</li> <li>8. above-mentioned (4) Trade</li> <li>9. above-mentioned (5) Finance</li> <li>10. above-mentioned (6) Climate</li> <li>11. above-mentioned (7) Refugees</li> <li>12. above-mentioned (8) Health</li> <li>13. above-mentioned (9) Cyberspace and Social Media</li> <li>14. The Contested Quest for Global Governance</li> </ol> <p>Reporting assignment is made on each chapter with providing comments.</p>	
<b>Prerequisites and registration requirements</b>	
<p>Students are expected to read the textbook before the class and actively participate in the discussions. The course contents and class style are subject to change due to the number of students and the progress of the course.</p>	
<b>Preparation for the course</b>	
<p>As mentioned in the prerequisites.</p>	

### Textbooks

1. Amitav Acharya (ed) Why Govern? -Rethinking Demand and Progress in Global Governance, Cambridge University Press, 2016.
2. Rebert Jackson & Georg Sorensen (2010) "Introduction to International Relations - Theories & Approaches", Oxford University Press. and several other articles.

The lecturer and students mainly use the first textbook, and the lectures sometimes refers to the basic concepts of International Relations and/or Global Governance theory as explained in the second textbook. The copy of other references would not be distributed in the class.

### Suggested readings

1. John Baylis, Steve Smith & Patricia Owens (2011) "The Globalization of World Politics - An introduction to international relations", Oxford University Press.
2. Peter J. Katzenstein and Robert O. Keohane (eds) (2007) "Anti-Americanisms in World Politics", Cornell University Press.
3. Cheryl McEwan (2009) "Postcolonialism and Development", Routledge.

### Grading policy

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 (40%); reporting (40%); and memo (20%). Regarding reporting, it is given a few times on specific chapters. It is graded based on the understanding of basic analytical perspectives and preparation of specific case analysis. Moreover, each student will be required to present his or her own memo in the class.

### Other

Name of Subject	Name of Professor
<b>Global Governance (Institutions)</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>〈Sub-title〉 Multilateralism Matters ?</p> <p>Course Outline</p> <p>This course provides an overview of the structure and functions of global governance, especially multilateral institutions, which cover not only current issues but also theoretical and identity issues. There are a lot of networks and partnerships and related discussions on the global issue today. Global governance can be a task or an issue beyond just being a member of the inter-state system. This fact reminds you that the nation state system alone cannot cope with numerous issues that you face in the globalized world.</p> <p>Attainment Target</p> <p>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 on international institutions and requires pro-active thinking in the context of contemporary world.</p>	
<b>Course content</b>	
<p>Course Description and Course Schedule</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Theory, methods, and international organizations</li> <li>3. The World Trade Organization</li> <li>4. IMF and the World Bank</li> <li>5. The United Nations I: law and administration</li> <li>6. The United Nations II: international peace and security</li> <li>7. The International Labor organization</li> <li>8. The International Court of Justics</li> <li>9. The International Criminal Court</li> <li>10. The European Union and regional organizations</li> <li>11. NATO's International Security Role in the Terrorist Era</li> <li>12. Reforming the United Nations: Lessons from a History of Progress</li> <li>13. The Resurgent Idea of World Government</li> <li>14. The International Solidarity Tax and related policy movements</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>Students are expected to read the textbook before attending the class and participate in the class discussions. Each student will be required.</p>	
<b>Preparation for the course</b>	
<p>As mentioned in the prerequisites.</p>	
<b>Textbooks</b>	
<p>Ian Hurd (2014) International Organizations - Politics, Law, Practice, second edition, Cambridge University Press.</p> <p>Paul F. Diehl and Brian Frederking (2010) "The Politics of Global Governance-International Organizations in an Independent World", Lynne Rienner Publication Inc. and Paperback.</p>	

### Suggested readings

A copy of the international research articles are to be distributed.

### Grading policy

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 (40%); reporting (40%); and memo (20%). Regarding reporting, it is to be held a few times.

### Other

Name of Subject	Name of Professor
<b>NGO/NPO Policy</b>	Makoto Nagahata
<b>Course description and Attainment target</b>	
<p>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 NPO/NGO Policy course, we will study the cases of various Japanese NPOs working in local communities inside Japan. The cases of NGOs in other countries, especially those which exist in the participating students' home countries are also introduced and discussed. What are the characteristics of those NGOs / NPOs compared with other sectors? What are strength and weakness of those organizations? The participating students of the course are expected to attain basic knowledge about historical background of private voluntary organizations, and their roles in solving various social issues. It is also expected that the students will acquire basic understandings on public policy for NGO/ NPO especially about collaboration with other stakeholders that are required for all the policy makers and practitioners in community development.</p>	
<b>Course content</b>	
<p>1st Introduction To share experiences and views of participating students on NPOs/NGOs, and to discuss and fix ways of class management</p> <p>2nd Historical Background of NPO/NGO (1) Reviewing traditional communities and its changes in the modernization</p> <p>3rd Historical Background of NPO/NGO (2) Emergence of NPOs / NGOs in Japan and other countries</p> <p>4th Historical Background of NPO/NGO (3) History of Japanese NPOs especially after the “Volunteer year 1” (1995)</p> <p>5th Case Studies of Japanese NPOs (1) Cases of NPOs working in urban area for various sectors in Japan</p> <p>6th Case Studies of Japanese NPOs (2) Cases of NPOs working in remote rural area especially for community development</p> <p>7th Case Studies of Japanese NPOs (3) Current issues for Japanese NPOs</p> <p>8th/9th Case studies of NGOs in other countries (1) (2) Case studies of NGOs in the countries of participating students</p> <p>10th/11th Collaboration among NGO/NPOs and public sectors (1) (2) Background and basics of collaboration among NPOs and public institutions</p> <p>12th/13th Case studies of collaboration (1) (2) Case study of collaboration between NPOs and local government in Japan and other countries</p> <p>14th Overall Synthesis (1) (2)</p>	

<p>What are key aspects / elements for promoting and regulating NGO/NPO involvement in public service delivery? The participating students will review the course and extract learning from what they found by themselves.</p>
<p>Prerequisites and registration requirements</p>
<p>As the course is held with "workshop" type method, the students are required to take part in the discussions actively. They will also be requested to prepare a short presentation and a report on a case study of NGO in own country.</p>
<p>Preparation for the course</p>
<p>The students are expected to reflect what he/she learned in the class based on own experience in order that the learning will become more practical one.</p>
<p>Textbooks</p>
<p>Reading materials will be distributed.</p>
<p>Suggested readings</p>
<p>The relevant documents will be suggested accordingly.</p>
<p>Grading policy</p>
<p>Class attendance (30%)  Participation in discussion (20%)  Presentation and report (50%)</p>
<p>Other</p>



Name of Subject	Name of Professor
<b>NGO/NPO Management</b>	Makoto Nagahata
<b>Course description and Attainment target</b>	
<p>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 Policy &amp; NPO/NGO management), 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 Management course, we will focus on the matters of how Non-profit private organizations can be established and operated to pursue their mission and goals, effective and efficient service delivery and solution of social issues. Various cases of NPOs in Japan will be studied. Volunteer facilitation and collaborative management are the key issues for NPO/NGO management. It is expected that the participating students will acquire basic knowledge on NPO/NGO management that can be utilized for establishing / being involved in / working with/ regulating NPOs/NGOs.</p>	
<b>Course content</b>	
<p>1st Introduction To share experiences and views of participating students on NPOs/NGOs, and to discuss and fix ways of class management.</p> <p>2nd Basics of NGO/NPO Historical Background of NGO/NPO in the world.</p> <p>3rd/4th Japanese NPOs (1) (2) Reviewing overall picture of Japanese NPOs in service delivery / issue solution .</p> <p>5th/6th How NPOs are established (1) (2) Starting points of NPOs to be established</p> <p>7th/8th Volunteer facilitation (1) (2) How NPOs/NGOs can facilitate voluntary initiatives of various people</p> <p>9th/10th Fund raising (1) (2) How NPOs/NGOs can attract ordinary people / various organizations</p> <p>11th/12th Collaboration with other sectors (1) (2) How NPOs/NGOs can work with public sector and other stakeholders</p> <p>13th NPOs and business (1) (2) How NPOs/NGOs can promote business and work with profit sectors</p> <p>14th Overall synthesis The participating students will review the course and extract learning from what they found by themselves.</p>	
<b>Prerequisites and registration requirements</b>	
<p>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 presentations on the issues of NGO/NPO management.</p>	

Preparation for the course
The students are expected to reflect what he/she learned in the class based on own experience in order that the learning will become more practical one.
Textbooks
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%)
Other

Name of Subject	Name of Professor
<b>Crisis Management for Natural Disasters</b>	Kazuyuki Sasaki
<b>Course description and Attainment target</b>	
<p>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.</p> <p>The role, duties, and importance of the officers in charge of crisis management will be discussed throughout the semester.</p>	
<b>Course content</b>	
<p>1 st: Introduction to Crisis and Emergency Management  2 nd: The Function and Evolution of Crisis Management  3 rd: Organizing and Planning in Crisis Management  4 th: Governmental Roles in Crisis Management  5 th: Earthquakes &amp; Tsunami 1  6 th: Earthquakes &amp; Tsunami 2  7 th: Flood  8 th: Volcano  9 th: Public Leadership in Crisis Management I  10th: Public Leadership in Crisis Management II  11th: Public Leadership in Crisis Management III  12th: Public Leadership in Crisis Management IV  13th: Public Leadership in Crisis Management V  14th: Presentation</p>	
<b>Prerequisites and registration requirements</b>	
<p>Attendance: Class attendance is strongly encouraged. Any unexcused absence(s) will be reflected in the reduction of overall grade.</p> <p>Presentations: Each student will be expected to research and present orally. Specific assignments will be made in class.</p> <p>This syllabus may be modified at the instructor’s discretion as necessary to meet the needs of the course.</p>	
<b>Preparation for the course</b>	
<p>Readings: Students are required to complete the necessary reading assignments prior to the session.</p>	
<b>Textbooks</b>	
<p>Arjen Boin. et al. (2016) The Politics of Crisis Management: Public Leadership under Pressure 2nd ed., Cambridge University Press.</p>	

Suggested readings
<p>Max H. Bazerman et al. (2008) Predictable Surprises: The Disasters You Should Have Seen Coming, and How to Prevent Them, Harvard Business School Pr.</p> <p>Michael A. Roberto (2009) Know What You Don't Know: How Great Leaders Prevent Problems Before They Happen, Pearson FT Press.</p> <p>OECD, (2004) Emerging Risks in the 21st Century: An Agenda for Action (Reprinted), Paris, OECD.</p>
Grading policy
<p>Participation in class discussion (40%)</p> <p>Term paper (60%)</p>
Other

Name of Subject		Name of Professor
Public Financial Management		Hideaki Tanaka
Course description and Attainment target		
<p>Course description and attainment target</p> <p>This course is intended to provide a framework for thinking about how governments can attain sound fiscal performance and to give guidance on the key elements of a well-performing public financial management (PFM). PFM is concerned with the planning, management, control and accountability of public financial resources and typically includes budgeting, financial management, accounting and auditing. The course presents the theoretical and practical setting for the management of financial resources in the government sector. Students can learn best practices on PFM in the world.</p> <p>Across the world, recent reforms have seen the transfer of management authority from central government to line agencies, and budget and accounting systems adopt more commercially focused models. It is so called, "New Public Management". The course will also examine the idea of NPM critically, and discuss the transformation of public sector and public governance in the wider sense. The course will focus on not only experiences in developed countries including Japan but also those in developing countries. Students will be encouraged to discuss and analyze issues and problems in their own countries.</p> <p>This course is aimed at officials in the public sector and those who are interested in managing government finances.</p> <p>The first part (class No. 1 - 3) introduces the framework of public financial management. The second part (class No. 4 -13) discusses financial management, budgeting and accounting. The last part (class No.14) covers wider issues and reform of budgetary institutions.</p>		
Course content		
Week	Theme	Contents
[Week 1]	Introduction	Objective and outline of course Scope of government Public financial management, budget and political institutions
[Week 2]	Political economy of public finance and fiscal institutions	Nature and problems of government finance including common pool problem Budget and fiscal institutions, political institutions and electoral system Determination of deficit and debt
[Week 3]	Budget systems and framework	Legal framework of budget Budget systems, coverage and classification of budget Budget process, cash management
[Week 4]	Fiscal policy and rules	Overall fiscal trend in OECD (general government balance and debt) Macroeconomic framework of government finance Fiscal policy and roles of fiscal rules Good and bad rules, conditions for making fiscal rules effective in keeping fiscal discipline
[Week 5]	Medium-term fiscal framework	How to manage medium-term fiscal framework (MTFF)

[Week 6]	Evaluation and performance/Basics	Theories of evaluation and performance measurement Logic model
[Week 7]	Evaluation and performance/Practice	Policy evaluation and performance measurement Strategic plan and management
[Week 8]	Performance budgeting	Theories and practices of performance budgeting How to link evaluation and resource allocation
[Week 9]	State own enterprise and privatization	Nature and classification of goods and services Pros and Cons of SOE and Government corporations Development of privatization
[Week 10]	Agency, outsourcing and PFI/PPP	Unbundle of government services Alternatives to provide public services Private Finance Initiative (PFI) / Public Private Partnership (PPP)
[Week 11]	Procurement and corruption	Some countries have been reforming procurement system in terms of VFM. Privatization and decentralization are likely to cause corruption, so the importance of protecting public money should be strengthened.
[Week 12]	Public sector accounting and audit	Role of accounting, budgetary accounting and financial accounting, Activity-based cost management Accounting system and standard, cash and accrual accounting
[Week 13]	New public management and public sector governance	Theories and ideas of NPM, pros and cons of NPM Understanding public administration and civil service system Relevance of other countries' reform to your countries Public governance and accountability Beyond NPM and agenda for modernizing government Promote fiscal responsibility, assessing budgetary institutions Transparency, citizens participation Legislature and independent fiscal institutions
[Week 14]	Conclusion	Summary and conclusion of the course

**Prerequisites and registration requirements**

**Preparation for the course**

Each class is basically organized as follows.

1. All of students are expected to read some of references before a class and are required to have short presentations on a few references from the list or other research questions except the first few classes.
2. The instructor makes comments on students' presentation and provides further information and knowledge, in particular actual examples and experiences. Students are expected to contribute to each session through discussing issues and problems on each topic.

**Textbooks**

No textbook, but the list of references is provided at the first class.

## Suggested readings

The list of references is provided at the first class.

## Grading policy

Participation and discussions: 30%, Presentation at class: 30%, Term paper: 40%

A presentation summarizes the content of references above in which a student is interested.

They can also choose other references based on the lecturer's approval. Score of a presentation depends on the following criteria.

(1) Are major points summarized clearly?

(2) A longer presentation may lose points for score. It should be completed within 20 minutes in principle.

A term paper will be due on a date after the week 158, which will be suggested later. Students are recommended to turn in a paper which describes an outline they are going to write by the end of this course in order to direct them to a term paper. A student is suggested to choose a theme from the following examples. He or she can choose other topic which is relevant to the lectures based on lecturer's approval.

(1) To assess PEM, fiscal transparency and other fiscal or budget institution of your country with a standard which international organizations provided.

(2) To describe the nature and characteristics of one or a few of following areas in your country and analyze major problems of it; budgeting, resource allocation, accounting, audit, financial management, privatization and outsourcing.  
administration, agency or state-owned enterprise ) and propose a reform plan.

(3) To describe a NPM-type reform in your country and assess it critically.

(4) To compare your country's budgeting and financial management with Japanese or other countries' one.

Score of a term paper depends on the following criteria.

(1) Are an objective and theme clearly addressed?

(2) Are issues and problems explained and analyzed with a theoretical framework?

(3) Is what you learned at classes referred?

(4) Is a conclusion consistent to main explanations and analysis?

(5) Are references quoted precisely?

## Other

Name of Subject		Name of Professor
Public Finance		Hideaki Tanaka
Course description and Attainment target		
<p>The role of government has been changing and increasing in some areas, because an overall environment such as globalization, severe competition, and demography has been remarkably changing across the world. For instance, an income inequality is widening in many countries, both developed and developing countries, so a government is required to provide a safety-net for low income people. In particular, today's welfare states are expected to help non-working people back into employment, to complement work income for the working poor, to help parents reconcile work and family life, to promote gender equality, to support child development and to provide social services for an ageing society. These new approaches are often called "social investment" or "supply side model", against the traditional social security such as pension and unemployment benefits, which compensate loss of income. Therefore it is a difficult task for government to manage public expenditure and revenue efficiently and effectively.</p> <p>We need deep understanding of how to manage public finance for general public. This course is intended to provide a basic framework to study public finance by paying an attention to both theories and practices. After learning basic theories of public finance, we analyze actual problems in public finance, such as social welfare provision, efficient taxation, deficit financing and discuss how to solve them. In particular this course focuses on political economy aspects of public finance and international comparison. A lot of experiences, both success and failure in Japan are presented in some of classes. It also aims to enhance critical thinking skill necessary for administrators and researchers.</p>		
Course content		
Week	Theme	Contents
[Week 1]	Introduction	Objective and outline of course, assessment and score Economic study of government, economics of public sector
[Week 2]	Economy and public finance	Scope of government, how to measure, international comparison, public sector growth Size and growth of government, both in developed and developing countries Fiscal policy and economic growth, inclusive growth
[Week 3]	Market failure vs Government failure	Difference between public sector and private sector Market failure and misuses of the theory Public policy and externalities, nature of public goods, excludable and rival Political economy and democracy, public choice theory of government intervention
[Week 4]	Introduction of taxation	Taxation in the world Economic effect of taxation, savings and taxation, optimal taxation Tax on income, consumption, savings
[Week 5]	Tax reform	Growth and international competition Equality and income distribution Overall trend of tax reform around the world



[Week 6&7]	Intergovernmental fiscal relation	Principle of decentralization, Fiscal federalism Regional equity vs autonomy Role of redistribution and equalization
[Week 8]	Social welfare and poverty	Social welfare and social insurance, entitlements and incentives Equity and income redistribution Bismarck model and Beveridge model
[Week 9]	Pension and ageing	Population ageing and onus Role of retirement benefit, labor and employment, financing pension Pension reformsw, multi-pillar system
[Week 10]	Health care	Health care service and outcome, models of health care Trade-off between quality, access and cost Health care reforms
[Week 11]	Education and human resource development	An opportunity of education and inequality of education Financing education and return of education Public vs private, education reforms
[Week 12]	Government loan and guarantee	Direct spending vs loan and guarantee Fiscal Investment and Loan Program (FLIP) in Japan
[Week 13]	Fiscal policy and consolidation	Role of deficit, Keynesian model, Ricardian equivalence, Non-Keynesian effect Common pool problem and deficit, fiscal consolidation Relationship between fiscal institutions and performance Measurement fiscal risks, theory and measurement of fiscal sustainability
[Week 14]	Conclusion and final remark	Overall discussion throughout all topics of public finance
Prerequisites and registration requirements		
Preparation for the course		
<p>Each class is basically organized as follows.</p> <ol style="list-style-type: none"> <li>1. All of students are expected to read some of references before a class and are required to have short presentations on a few references from the list or other research questions except the first few classes.</li> <li>2. The instructor makes comments on students' presentation and provides further information and knowledge, in particular actual examples and experiences. Students are expected to contribute to each session through discussing issues and problems on each topic.</li> </ol>		
Textbooks		
No textbook, but the list of references is provided at the first class.		
Suggested readings		
The list of references is provided at the first class.		

## Grading policy

Participation and discussions: 30%, Presentation at class: 30%, Term paper: 40%

A presentation summarizes the content of references above in which a student is interested.

They can also choose other references based on the lecturer's approval. Score of a presentation depends on the following criteria.

- (1) Are major points summarized clearly?
- (2) A longer presentation may lose points for score. It should be completed within 20 minutes in principle.

A term paper will be due on a date after the week 15, which will be suggested later. Students are recommended to turn in a paper which describes an outline they are going to write by the end of class in order to direct them to a term paper. A student is suggested to choose a theme from the following examples. He or she can choose other topic which is relevant to the lectures based on lecturer's approval.

- (1) To describe the nature and characteristics of one or a few of following areas in your country and analyze major problems of it; public finance, role of government, fiscal policy, intergovernmental fiscal relation, tax policy and administration, social welfare, pension, income transfer, health care, fiscal consolidation
- (2) To compare your country's public finance with Japanese or other countries' one.

Score of a term paper depends on the following criteria.

- (1) Are an objective and theme clearly addressed?
- (2) Are issues and problems explained and analyzed with a theoretical framework?
- (3) Is what you learned at classes referred?
- (4) Is a conclusion consistent to main explanations and analysis?
- (5) Are references quoted precisely?

Other

Name of Subject		Name of Professor
Macroeconomics A		Ryuta Kato
Course description and Attainment target		
<p>The aims of this course are to introduce the fundamental framework of macroeconomics to students who are not familiar with macroeconomics. Thus, no background in economics is required. While use of mathematical tools will be minimized, several key mathematical tools will be taught to help students understand analytical methods. One of the purposes of this course is to let students get able to critically analyze several fiscal and monetary policies within the macroeconomics framework. The goal of this course is to let students understand how much the macroeconomics framework can be used for stabilizing the economy. Thus, students are expected to equip themselves with analytical tools which are getting more and more essential to judge on-going actual government macroeconomic policies.</p>		
Course content		
Week	Theme	Contents
1st	Introduction: Macroeconomics	What is macroeconomics ?
2nd	Data on macroeconomics	GDP, inflation and unemployment
3rd	GDP	GDP in detail
4th	Mathematical tools	Differentiation
5th	45 degree model I	Goods market in equilibrium
6th	45 degree model II	Impact of fiscal policies in the 45 degree model
7th	Midterm exam and answers	Midterm exam and provision of answers
8th	IS-LM model I	What is the IS-LM model ?
9th	IS-LM model II	The IS-LM model in detail
10th	IS-LM model III	Fiscal and monetary policies in the IS-LM model
11th	IS-LM model IV	Mathematical examination of the IS-LM model
12th	IS-LM model and an open economy I	M-F model with the foreign sector
13th	IS-LM model and an open economy II	Mathematical examination of the M-F model within the IS-LM framework
14th	Review of the general IS-LM model	Mathematical examination of the IS-LM model II
15th	Final exam and answers	Final exam and provision of answers
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interest in economics and enthusiasm to try to understand the macroeconomics framework. If economics background is relatively weak, strong effort to get familiar with mathematical tools is also essential.</p>		

Preparation for the course
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>
Textbooks
<p>No specific textbook is used.. Lecture notes will be distributed in each session.</p>
Suggested readings
<p>While any textbook on macroeconomics is useful to understand this course, the following book is suggested to go through.</p> <p>Mankiw, N Gregory (2017) Principles of Economics, 8th edition  South-Western Pub  ISBN-10: 1305585127  ISBN-13: 978-1305585126</p>
Grading policy
<p>Two written exams (midterm and final exams) : 80%  Two assignments : 20%  Note: Two written exams (midterm and final) are both open exams.</p>
Other

Name of Subject		Name of Professor
Macroeconomics B		Ryuta Kato
Course description and Attainment target		
<p>Based on certain understanding of materials taught in Macroeconomics A, the course expands the analytical framework at the more advanced level. In particular, the course will cover popular analytical tools in dynamic macroeconomics at the graduate/research level, in order for students to be able to examine several key issues such as the government deficits, public pension an aging society. Students are expected to get familiar with dynamic macroeconomics at the researcher level, which is useful for understanding current public policies.</p>		
Course content		
Week	Theme	Contents
1st	An Incorporation of the Concept of Time	Dynamic macroeconomic model
2nd	Dynamic Model I	Overlapping Generations Model I
3rd	Dynamic Model II	Overlapping Generations Model II
4th	Dynamic Model III	Overlapping Generations Model III
5th	Deficit Policies	Deficit Policies in the Overlapping Generations Model
6th	Public Pension Scheme	Public Pension Scheme in an Aging society
7th	Midterm exam and answers	Midterm exam and provision of answers
8th	An Introduction of mathematical tools	Dynamic Programming and Dynamic Optimization technique
9th	Infinitely Lived Agent	Infinitely Lived (Ramsey) Model I
10th	Infinitely Lived Agent II	Infinitely Lived Model II
11th	The concept of the Real Business Cycle (RBC) Model	Real Business Cycle (RBC) Model
12th	An Introduction of Dynamic Stochastic General Equilibrium (DSGE) Model	An Introduction of Dynamic Stochastic General Equilibrium (DSGE) Model
13th	Public (Fiscal and Monetary) Policies in DSGE Model	Public (Fiscal and Monetary) Policies in DSGE Model
14th	Final exam and answers	Final exam and provision of answers
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interest in economics and enthusiasm to try to understand the macroeconomics framework. If economics background is relatively weak, strong effort to get familiar with mathematical tools is also essential.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical toos is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		

### Textbooks

No specific textbook is used.. Lecture notes will be distributed in each session.

### Suggested readings

While any textbook on macroeconomics is useful to understand this course, the following book is suggested to go through.

McCandless, George T Jr. with Neil Wallace (1992) Introduction to Dynamic Macroeconomic Theory: An Overlapping Generations Approach, Harvard University Press

ISBN-10: 0674461118

ISBN-13: 978-0674461116

McCandless, George (2008) The ABCs of RBCs: An Introduction to Dynamic Macroeconomic Models, Harvard University Press

ISBN-10: 0674028147

ISBN-13: 978-0674028142

### Grading policy

Two written exams (midterm and final exams) : 80%

Two assignments : 20%

Note: Two written exams (midterm and final) are both open exams.

### Other

Name of Subject		Name of Professor
Microeconomics A		Ryuta Kato
Course description and Attainment target		
<p>The aims of this course are to introduce the fundamental framework of microeconomics to students who are not familiar with microeconomics. Thus, no background in economics is required. While use of mathematical tools will be minimized, several key mathematical tools will be taught to help students understand analytical methods. One of the purposes of this course is to let students understand how much the microeconomic framework is useful to tackle many problems in our society, and thus, in particular, focus will be given on applications of the analytical tools common in microeconomics to lots of issues related to public policies. The goal of this course is to let students understand how much the economics framework can be used for actual issues, and also use the framework to explore several hot issues in our society. Thus, students are expected to equip themselves with analytical tools which are getting more and more common in the social science.</p>		
Course content		
Week	Theme	Contents
1st	Introduction: Microeconomics	What is microeconomics ?
2nd	Mathematical tools I	Why do we use mathematics in economics ?
3rd	Mathematical tools II	Function and Basic Mathematics
4th	Mathematics III	How can we apply mathematical optimization methods for economics?
5th	Efficiency and Equity	Market and Efficiency
6th	Review of the first half	How can market efficiency be achieved?
7th	Midterm exam and answers	Midterm exam and provision of answers
8th	Consumer I	How can we describe the behavior of consumers?
9th	Consumer II	How can we use the framework of consumers to see several policy impacts?
10th	Consumer III	The consumer theory and public policy
11th	Producer I	How can we describe the behavior of producers?
12th	Producer II	How can we use the framework of producers to see several policy impacts?
13th	Producer III	The producer theory and public policy
14th	Market	Consumer surplus and producer surplus
15th	Final exam and answers	Final exam and provision of answers
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interest in economics and enthusiasm to try to use the economics framework to tackle social problems in our real world are both required. If economics background is relatively weak, strong effort to get familiar with mathematical tools is also essential.</p>		

Preparation for the course
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>
Textbooks
<p>No specific textbook is used.. Lecture notes will be distributed in each session.</p>
Suggested readings
<p>While any textbook on microeconomics is useful to understand this course, the following book is suggested to go through.</p> <p>Varian, Hal R (2014) Intermediate Microeconomics with Calculus: A Modern Approach, WW Norton &amp; Co  ISBN-10: 0393937143; ISBN-13: 978-039393714537143</p>
Grading policy
<p>Two written exams (midterm and final exams) : 80%  Two assignments : 20%  Note: Two written exams (midterm and final) are both open exams.</p>
Other



Name of Subject		Name of Professor
Microeconomics B		Ryuta Kato
Course description and Attainment target		
<p>Based on certain understanding of materials taught in Microeconomics A, the course expands the analytical framework at the more advanced level. First, the situations where the market is not working perfectly are examined, and then the common tools such as the duality theory are introduced. Furthermore, importance of information is examined, where some key issues such as the role of insurance and adverse selection are studied. A brief explanation of the contract theory is given as well.</p>		
Course content		
Week	Theme	Contents
1st	Market efficiency I	Social surplus and market efficiency
2nd	Market efficiency II	Regulation I
3rd	Market efficiency III	Regulation II
4th	Duality theory I	What is the duality theory ?
5th	Duality theory II	How can we use the duality theory in consumer and producer theories?
6th	Duality theory	Welfare measurements: Compensation and equivalent variations
7th	Midterm exam and answers	Midterm exam and provision of answers
8th	Information and microeconomics I	Expected utility and optimization
9th	Information and microeconomics II	Asymmetric information and optimal behavior
10th	Information and microeconomics III	The theory of insurance
11th	Information and microeconomics IV	Moral hazard and adverse selection
12th	Information and microeconomics V	Mechanism design with asymmetric information
13th	Contract theory I	What is the contract theory ?
14th	Contract theory II	Applications of the contract theory
15th	Final exam and answers	Final exam and provision of answers
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interest in economics and enthusiasm to try to use the economics framework to tackle social problems in our real world are both required. If economics background is relatively weak, strong effort to get familiar with mathematical tools is also essential.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		

### Textbooks

No specific textbook is used.. Lecture notes will be distributed in each session.

### Suggested readings

While any textbook on microeconomics is useful to understand this course, the following book is suggested to go through.

Varian, Hal R (1992) Microeconomic Analysis, W W Norton & Co Inc

ISBN-10: 0393957357

ISBN-13: 978-0393957358

### Grading policy

Two written exams (midterm and final exams) : 80%

Two assignments : 20%

Note: Two written exams (midterm and final) are both open exams.

### Other

Name of Subject		Name of Professor
<b>Politics and Economics in East Asia</b>		Masaki Takahashi
Course description and Attainment target		
<p>This course focuses on study of the states and political regimes in Southeast Asian countries. Southeast Asia has regime variation. Whereas Samuel Huntington argued "Third Wave" of democratization, in a large majority of developing countries democracy means nothing more than elections and parliaments. In Southeast Asia two countries can be considered electoral democracies (Indonesia and the Philippines), while Thailand has seen its democratic procedures interrupted by coup. The recent situations in the region show authoritarian durability. Students will know why and how authoritarian regime is so durable in the region. The course will be conducted as a seminar that features discussion in class on pre-class reading of papers and short presentation of research report.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	Class explanation
2nd	Studying States in South-east Asia	Chapter 2
3rd	Democracy and Dictatorship	Chapter 3
4th	Democracy and Dictatorship	Additional paper
5th	Democracy and Dictatorship	Additional paper
6th	Developing Democracies in Southeast Asia	Chapter 4
7th	Contentious Mass Politics in Southeast Asia	Chapter 5
8th	Civil Society	Chapter 7
9th	Study of Political Ethnicity	Chapter 9
10th	Southeast Asia and Globalization	Chapter 12
11th	Oral and Paper Presentation	Students provide short research presentations about politics of developing countries.
12th	Oral and Paper Presentation	Students provide short research presentations about politics of developing countries.
13th	Oral and Paper Presentation	Students provide short research presentations about politics of developing countries.
14th	Oral and Paper Presentation	Students provide short research presentations about politics of developing countries.
Prerequisites and registration requirements		

Preparation for the course
Students are responsible for the reading in advance and required to present summary of their assigned readings in the class.
Textbooks
Erik Martinez Kuhonta, Dan Slater, and Tuong Vu eds., 2008, Southeast Asia in Political Science, Stanford University Press. (Materials will be provided in the class)
Suggested readings
Grading policy
Reading assignment (30%), presentation (40%), and participation in class discussion (30%).
Other

Name of Subject		Name of Professor
<b>Economic System and Environment</b>		Kousuke Ninomiya
Course description and Attainment target		
<p>Sustainable development is a common interest for classes, Economic System and Environment and Business, Policy and Environment.</p> <p>To understand what sustainable development is and how it works, we will study on the followings in “Economic System and Environment.”</p> <ol style="list-style-type: none"> <li>1. Focus on basic theory of Environmental Economics, following the text book.</li> <li>2. Study the significant features of Japanese environmental issues; such as Japan’s experience of severe pollution during its high-growth period.</li> </ol> <p>Schedule will be changed depending on the number of students and variety of their background.</p> <p>It is highly recommended to take both “Economic System and Environment” and “Business, Policy and Environment” together so that students can have a better understanding of sustainable development as a whole.</p>		
Course content		
1st	INTRODUCTION	Overview the whole contents and make sure the schedule of the class.
2nd	BASIC IDEA OF ENVIRONMENT AND ECONOMICS	Understand the basic points of view of the environmental economics covering Ch.1.
3rd	ENVIRONMENT & ETHICS	Focus on ethical aspect of environmental issues and share ideas among the class. Cover Ch.2.
4th	POPULATION, ECONOMIC GROWTH AND SUSTAINABILITY	Study basic concept of the “Sustainable Development” and its relationship with economic and population growth covering Ch.3 & 4.
5th	MARKET SYSTEM AND ENVIRONMENT	Read essence of Ch.5, 10, 11 & 12 and understand advantage and disadvantage of market system for solving environmental issues.
6th	GOVERNMENT’S ROLL FOR ENVIRONMENT AND ITS FAILURE	Government needs to play important roll to provide public goods like well controlled natural environment. But government often fails to do so. We try to find out the reason why covering Ch.6.
7th	HOW GOVERNMENTS FAIL? JAPANESE EXPERIENCES	Following Japanese experience to develop rural area during ‘60s - ‘80s understand how government fail to protect or enhance the environmental value.
8th	COST AND BENEFIT OF ENVIRONMENT	Covering Ch.7 understand basic idea of Cost and Benefit Analysis.
9th	HOW MUCH IS THE ENVIRONMENT?	How to count the cost or benefit of environmental factor? Covering Ch.8 & 9 take a look at some techniques and measures to count environmental value.
10th	MINAMATA DESEASE, JAPANESE EXPERIENCE	Japan experienced devastating Minamata Disease during ‘60s-’ 70s. Watching at DVD about the incident, we discuss the issue in terms of economical and ethical points of view.

11th	ECONOMIC GROWTH AND ENVIRONMENT IN DEVELOPING COUNTRIES	Based on the study at the week 10th take a look at some environmental pollution cases happening in developing world.
12th	FINAL PRESENTATION BY STUDENTS (1) --detail will be announced at the 1st week class.	
13th	FINAL PRESENTATION BY STUDENTS (2) --detail will be announced at the 1st week class.	
14th	RESERVED FOR PRESENTATIONS	
Prerequisites and registration requirements		
Students should read the relevant chapter of the textbook prior to the class. Active participation is welcome.		
Preparation for the course		
Photo copies of the reading assignments will be provided a week before each class.		
Textbooks		
R. Kerry Turner, David Pearce & Ian Bateman, Environmental Economics: An Elementary Introduction, The Johns Hopkins University Press		
Suggested readings		
TBA		
Grading policy		
Final Presentation (paper based references have to be submitted) : 50% Attitude : 50%		
Other		

Name of Subject	Name of Professor
<b>Social Policy</b>	Rosario Laratta
<b>Course description and Attainment target</b>	
<p>Course Description :</p> <p>This course is divided in two parts. In the first segment we will look at the policy and administration practice in social services (including health, education, and community care) as well as at the traditional models of welfare (corporatist, social democratic, and liberal regimes). In the second part, we will focus specifically on the forms of service delivery (targeting, rationing, discretion, and empowering users). Here we will argue that the provision of services takes place through a variety of forms, direct government provision being only one of them. Increasingly, nonprofit and for-profit organizations, businesses, and government contractors deliver services in partnership with government. However, those partnerships often fail to make the most of the wide range of users' assets that could help to transform services and improve outcomes. Best practices from around the world will be used to gain new knowledge of the processes for deciding when and how to engage users in service delivery.</p> <p>Course Objectives :</p> <p>By the end of this course students will know how i) to apply social policy theory learnt in the class to solve the real-world social problems ; ii) to harness the potential of collaborative approaches in the service delivery by empowering users ; iii) service users and the public sector come together in new creative, innovative and collaborative ways to make better use of each other's assets and resources to achieve better outcomes and improve efficiency.</p>	
<b>Course content</b>	
<p>Class 1 : Orientation Class</p> <p>Self-introductions, decision about content of the course, Introduction : "What is Social Policy? "</p> <p>Class 2 : Welfare System</p> <p>What do we mean by a "Welfare System" ? What is it for? How it works? Is there only one Welfare System or each country has its own? Who defines a Welfare System?</p> <p>Material to be assigned the week before lecture</p> <p>Class 3 : Sectors/Actors in a Welfare System</p> <p>Who are the actors in a welfare system? How actors' goals differ from one to another? How can we define a sector in a welfare system? What are those sectors for?</p> <p>Material to be assigned the week before lecture</p> <p>Class 4 : Supplementary mode vs. Complementary mode of services provision</p> <p>How the roles of actors have changed during the years? What is a supplementary mode? What is a complementary mode? What do we mean by contracting-out? How we define Public-Private-Partnerships? What are the challenges of those changing roles?</p> <p>Material to be assigned the week before lecture</p> <p>Class 5 : Voluntarism</p> <ul style="list-style-type: none"> <li>• Welfare reforms-Japan vs. UK</li> <li>• Privatization vs. Local Area Agreements</li> <li>• Effects of Privatization</li> <li>• Tensions between State Accountability and Voluntary Sector Autonomy</li> <li>• Ethical orientations of public officials and nonprofit executives</li> </ul> <p>Material to be assigned the week before lecture</p>	

Class 6 : Managerialism

- From New Public Management to New Public Governance
- Corporate Social Responsibility
- Efficiency & Performance measures
- Incentives and Rewards

Material to be assigned the week before lecture

Class 7 : Paternalism

- Quantity vs. Quality of services providers
- Top-down provision
- Assistentialism vs. Self-organizing

Material to be assigned the week before lecture

Midterm Test

Class 8 : Co-production of public services

What is?

How it is initiated?

What are the challenges of Co-production?

Material to be assigned the week before lecture

Class 9 : Forms of Co-production

Co-commissioning

Co-designing

Co-delivering

Co-assessing

Material to be assigned the week before lecture

Class 10 : Co-commissioning

Case Studies in Co-commissioning (Presentations)

Case Studies to be assigned the week before

Class 11 :

Participatory Budgeting

- Participatory Budgeting-a special form of Co-commissioning
- An 8-step guide to start up a Participatory Budgeting

Material to be assigned the week before

Class 12 : Co-designing

Case Studies in Co-designing (Presentations)

Case Studies to be assigned the week before lecture

Class 13 : Co-delivering

Case Studies in Co-delivering (Presentations)

Case Studies to be assigned the week before

Class 14 : Co-assessing

Case Studies in Co-assessing (Presentations)

Case Studies to be assigned the week before

Prerequisites and registration requirements

Students are expected to participate actively in class discussions and in critiques of each other's presentations and reports. A signup sheet for presentations and reports will be passed around on the second class of the course. Based on this, schedules for presentations and reports will be clearly defined. At that point, each student can see who will also be presenting/reporting on the same week.



Preparation for the course
Instructions will be given during the first class.
Textbooks
For this course a dropbox will be created online. During the first class students will be given a password and an ID to access online to this dropbox. From there they will be able to download all the readings for each week.
Suggested readings
Students will be asked to read peer-reviewed articles published in the Cambridge Journal of Social Policy and Society as well as papers from the Journal of Policy and Society, a leading journal in the field of Social Policy.
Grading policy
<ol style="list-style-type: none"> <li>1) Class participation (20%)</li> <li>2) Presentation (40%)</li> <li>3) Midterm Test (20%)</li> <li>4) Final Test (20%)</li> </ol>
Other

Name of Subject		Name of Professor
Social Development		Yuriko Minamoto
Course description and Attainment target		
<p>Notions of what constitutes social development have moved from the marginal position of economic development to the mainstream in a globalization era, when sustainable development comes to the fore of development. This implies the need to look at various dimensions of economic and social development policies to capture the concept of social development with more comprehensive, holistic and cross sector social issues. Main theories such as Human Development, Social Inclusion and Social Capital will be discussed by reading the leading articles.</p>		
Course content		
1	Introduction: Course overview	
2	Historical insight of social development (1)	Emergence of social development in the international development field
3	Historical insight of social development (2)	Definition and dimensions of social development approach
4	Human development theory	Introducing a theory of human development as a new paradigm of development
5	Capability approach by Sen (1)	Introducing one of the critical theories related to the social development
6	Capability approach by Sen (2)	Introducing one of the critical theories related to the social development
7	Notion of social exclusion in global era	The definition of poverty that goes beyond the income, more related to social relationships
8	Social capital	Introducing social capital as a missing link of development
9	Social capital: various definitions	Emergence of social capital in various fields
10	Developing theoretical framework to analyze the case of social development	The participants will work together as a group to develop theoretical framework of social development programs.
11	Social development practices: case study	Case study based on the theoretical framework (group work)
12	Social development practices: case study	Group work (cont.)
13	Social development practice: case study	Group work (cont.)
14	Class presentations and summing up	
Prerequisites and registration requirements		

Preparation for the course
<p>This class is a combination of interactive lecture, discussion and literature reviews by the participants. Active participation of the students is expected.</p>
Textbooks
N/A
Suggested readings
<p>Midgley, J. and Hall, A. Social Policy for Development, Sage, 2004  Haq, M., Reflections on Human Development, Oxford University Press, 1995  Bhalla.A.S. and Lapeyre F. Poverty and Exclusion in a Global World, Palgrave and MacMillan, 2004  Sen, A. Inequality Reexamined, Harvard University Press, 1992</p>
Grading policy
<ul style="list-style-type: none"> <li>• Contribution to the group work : 20%</li> <li>• Class presentations : 20%</li> <li>• End of term paper : 60%</li> </ul>
Other

Name of Subject		Name of Professor
<b>Tax Policy and Tax Administration</b>		Takafumi Kanemura
Course description and Attainment target		
<p>This course is to provide 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. Field 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.</p>		
Course content		
I. Lecture on Tax Theory and Administration		
1.	General tax theory	
2.	Practice in tax administration	
3.	Comparative tax policy and administration	
4.	History and basic structure of Japanese tax system	
5.	National tax system in Japan	
6.	Local tax system in Japan	
II. Field Trip to Tax Offices		
7.	Visit to national tax bureau (1)	
8.	Visit to national tax bureau (2)	
9.	Visit to municipal tax department (1)	
10.	Visit to municipal tax department (2)	
11.	Visit to municipal financial division (1)	
12.	Visit to municipal financial division (2)	
III. Presentation by students		
13.	Presentation by students assigned case studies	
14.	Summing up	
Prerequisites and registration requirements		
This course is intended to visit tax offices and to learn Japanese tax officials.		
Preparation for the course		
Students are required to make such preparations for each class as directed by the teacher		

Textbooks
Some important materials will be distributed and introduced in class
Suggested readings
<ul style="list-style-type: none"> <li>* Report on Japanese Taxation by the Shoup Mission (<a href="http://homepage1.nifty.com/kybs/shoup/shoupr01.html">http://homepage1.nifty.com/kybs/shoup/shoupr01.html</a>)</li> <li>* Comprehensive Handbook of Japanese Taxes 2010 (<a href="http://www.mof.go">http://www.mof.go</a>)</li> <li>* National Tax Agency Report 2012 (<a href="http://www.nta.go.jp">http://www.nta.go.jp</a>)</li> </ul>
Grading policy
<p>Class participation and discussion 60%</p> <p>Term paper 40%</p>
Other

Name of Subject		Name of Professor
<b>Current Development in Public Policy and Management</b>		Yuriko Minamoto
Course description and Attainment target		
<p>This course focuses on some of the most significant developments in the field of public policy and public management today, introducing innovative measures in these fields with theoretical explication. We mainly take up current developments in local governments in Japan, though the movements in the public sector at the central level and other related cases of overseas are referred as well. Outstanding public officers, politicians and relevant practitioners in private sectors will be invited as guest lecturers to provide the latest information and their observations. At the same time, each faculty member in charge of the session gives introduction, comprehensive explanation, theoretical overview, and analytical commentary. Another important purpose of this course is to provide the platform to both Japanese and international students to exchange the information, opinions through discussions on such questions as: What kind of approach could be taken to the similar kinds of issues in public sector in respective home nation of international students?</p> <p>In order to take the best advantage of the School of Governance Studies, in which majority of Japanese/International students have rich, practical experiences in the fields of public services, translators (English and Japanese) will attend at all the class meetings to support students to enjoy active discussion beyond the difference of language. The course is offered as a four-day intensive course and each session is conducted by of several faculty members.</p>		
Course content		
1.	Orientation; Introduction of the course	
2.	Theoretical background of "local development" or "community development" in public policy	
3.	Case study 1 : Applicability of Japanese experiences in other nations	
4.	Comparative analysis of social structures in local development	
5.	Case study 2 : One village, one product movement	
6.	Civic participation in local development: theory and issues	
7.	Capacity development in local governance	
8.	Factors affecting local development	
9.	Case study 3 : Local revitalization through tourism development	
10.	Utilization of social resources	
11.	Coproduction in local governance: theory and issues	
12.	Field study: Tourism development	
13.	Field study (cont.)	
14.	Field study (cont.)	
15.	Summing up	
Prerequisites and registration requirements		
<p>This course is open for both Japanese and International students. Since professional translators support the classes, Japanese language skill is not required.</p>		

Preparation for the course
Thorough review based on hand out materials is required to submit the paper for each session.
Textbooks
(no textbooks assigned)
Suggested readings
References and hand outs will be distributed in each class.
Grading policy
Contribution to class discussions: 20% Report for each sessions: 80%
Other

Name of Subject		Name of Professor
<b>Consensus Building in the Public Sector</b>		Masahiro Matsuura
Course description and Attainment target		
<p>Consensus building is an integral part of policy-making and project-management in any parts of the world. Not just land owners and influential politicians, public officials and project sponsors have to negotiate with a wide varieties of stakeholders, including community groups and environmental organizations, towards planning and implementing public policies and projects. In order to maximize the efficiency and minimize the risk of surprises, policy-makers and managers are asked to prepare participatory processes and strategies in advance. Meanwhile, new modes of public engagement have been explored, in addition to conventional formal political processes, in developed countries for improving their democratic governance. In recent cases, randomly sampled citizens are asked to deliberate on highly political value-laden issues in "mini-publics" format.</p> <p>This course will review such varieties of participatory processes and provide instructions for process design. It is aimed at nurturing student's skills of designing and managing appropriate processes for public participation and consensus building in different settings.</p>		
Course content		
Week	Theme	Contents
Week 1	Introduction	-Introduction to the course
Week 2	Overview of participatory processes	-Historical review of participatory practices around the world -Theoretical review of consensus building and other participatory processes
Week 3	Public participation and its problems	-Representation problems in pluralistic politics -Participation and social movements
Week 4 and 5	Student Presentations	-Each student provides a short presentation about public policy disputes and controversies with their own experience.
Week 6	Consensus building processes	-Five-step model of consensus building
Week 7	Stakeholder analysis	-Practical techniques for identifying stakeholders to be involved and issues to be negotiated
Week 8	Cases from Japan	-Learning from a project stories
Week 9	Joint fact-finding	-Processes and arrangements for adopting scientific and expert advice
Week 10	Consensus building in Asia	-Challenges in adopting consensual and participatory processes in Asian public policy context
Week 11	Deliberative democracy	-An emerging form of democratic engagement of citizens in policy-making
Week 12	Process design exercise	-Each student will choose a case and develop a proposal for consensus building processes to a project sponsor.
Week 13 and 14	Process design proposal presentation	-Each student presents a design of participatory processes for their own policy issue.



Prerequisites and registration requirements
None
Preparation for the course
Each student should reflect on instructor's lectures and use the knowledge in preparing presentations, particularly the last one about their own proposal for participatory processes.
Textbooks
Susskind, L. and Cruikshank, J. (2006). <i>Breaking Robert's Rule</i> . Oxford University Press.
Suggested readings
Susskind, L. and Cruikshank, J. (1987). <i>Breaking the Impasse</i> . Basic Books.
Grading policy
Class participation 50%, Student presentation 15%, Process design exercise 20%, Final short essay (3 pages, single spaced) 15%.
Other

Name of Subject	Name of Professor
<b>Public Policy</b>	Nobuhisa Taira
Course description and Attainment target	
<p>To understand the concept of “publicness (public sphere)” is the first step to analyze a public policy. The concept has modified historically with change in the coverage of social class. Since the pollution trials in the late 1960's triggered the argument between traditional publicness and individual human rights in Japan. Increase in voluntary activities and budget deficit of governments has generated discussion of players to support publicness. In such a situation, Japanese society has been trying to create “new publicness.” This issue is heavily related to important agenda for public policy like citizen participation and public private partnership. Besides these topics, necessity of public policies is discussed from the economic viewpoint at the class. Also, criteria, coverage, structure, and cycle of public policy are referred in relation to publicness.</p> <p>The goal of this class is to be able to explain general idea of public policies and to evaluate them in qualitative manner.</p>	
Course content	
<ol style="list-style-type: none"> <li>1) Introduction of Public Policy</li> <li>2) Meaning of Publicness (Meaning and history of publicness, Public and private)</li> <li>3) Meaning of Publicness (Definition of publicness, Publicness and freedom, Publicness and community)</li> <li>4) Meaning of Publicness (Players in charge of publicness, Publicness in the field of urban planning)</li> <li>5) Necessity of Public Policy (public goods)</li> <li>6) Necessity of Public Policy (externalities, Natural Monopoly, Imbalance of Information )</li> <li>7) Criteria of Public Policy</li> <li>8) Coverage and Structure of Public Policy</li> <li>9) Cycle of Public Policy (Public problems and problem finding, Agenda setting)</li> <li>10) Cycle of Public Policy (Problem analysis, Policy making, Decision of policy, Policy implementation, Policy evaluation and feedback)</li> <li>11) Citizen Participation &amp; Collaboration</li> <li>12) Public Private Partnership</li> <li>13) Case Study (growth management policy)</li> <li>14) Case Study (student presentation)</li> </ol>	
Prerequisites and registration requirements	
English is the common language in this class.	
Preparation for the course	
Students should read reference in advance and review handouts.	
Textbooks	
None	

Suggested readings
<p>Dye, Thomas R. "Understanding Public Policy," New Jersey, Prentice Hall, 1995</p> <p>Stiglitz, J. E. "Economics of the Public Sector," New York and London, W. W. Norton &amp; Company, 1986</p> <p>Stone, Deborah, "Policy Paradox," New York, W.W. Norton &amp; Company, 2002</p> <p>Theodoulou, S. Z. and Chan. M. A. (ed.), "Public Policy The Essential Reading," New Jersey, Prentice Hall, 1995</p> <p>Taira, Nobuhisa. "Is it possible to create co-production (collaboration) society?" City Planning Institute of Japan, 2001</p>
Grading policy
Class participation (30%) and term paper + its presentation (70%)
Other
None

Name of Subject	Name of Professor
<b>Policy Evaluation</b>	Nobuhisa Taira
<b>Course description and Attainment target</b>	
<p>This class aims to discuss basic knowledge of policy evaluation and to learn some evaluation methods. 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.</p> <p>One qualitative evaluation method and one quantitative evaluation method are discussed at the class. For understanding of the quantitative method, its foundation of public economics is also discussed.</p> <p>The goal of this class is to be able to explain general idea of policy evaluation and to evaluate public policies in quantitative manner.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1) Policy Evaluation (Background of policy evaluation)</li> <li>2) Policy Evaluation (Objectives and effects of policy evaluation, Methods of policy evaluation)</li> <li>3) Policy Evaluation (Methods of policy evaluation, Case studies)</li> <li>4) Logic Model (student presentation) (Introduction to Logic Models, Developing a Basic Logic Model)</li> <li>5) Logic Model (student presentation) (Developing a Theory-of-Change Logic Model, Using Logic Model to Plan for Evaluation)</li> <li>6) Social Efficiency</li> <li>7) Consumer Surplus/Supplier Surplus</li> <li>8) Cost-Benefit Analysis (Outline of Cost Benefit Analysis, Scope of benefits and costs, Estimation method of benefits, Present value and discount rate)</li> <li>9) Cost-Benefit Analysis (Priority of investment, Limitation and issues of cost benefit analysis )</li> <li>10) Benefit Indices Matrix</li> <li>11) Benefit Indices Matrix (case study)</li> <li>12) Impact Assessment (Problem identification, Objective definition, Development of policy options )</li> <li>13) Impact Assessment (Analysis of Impacts of Options, Comparison of Options )</li> <li>14) Case Study (student presentation)</li> </ol>	
<b>Prerequisites and registration requirements</b>	
English is the common language in this class.	
<b>Preparation for the course</b>	
Students should read reference in advance and review handouts.	
<b>Textbooks</b>	
None	
<b>Suggested readings</b>	
<p>Stiglitz, J. E. "Economics of the Public Policy," New York and London, W.W.Norton &amp; Company, 1986</p> <p>W. K. Kellogg Foundation, "Logic Model Development Guide," 2004</p> <p>European Union, "Impact Assessment Guidelines," 2009</p>	

Grading policy
Class participation (30%) and term paper + its presentation (70%)
Other
None

Name of Subject		Name of Professor
Japanese Politics and Society		Masahiro Mogaki
Course description and Attainment target		
<p>This module aims to provide an introduction to Japanese politics and society and show how the study of Japanese politics can contribute to an understanding of broader issues in comparative government and comparative politics. In so doing, the students will obtain knowledge of how Japanese politics has developed and what has been key, referring to the relevant scholarly debates. Major themes to be covered include modern political history since 1945 and the structures and key actors of contemporary politics such as political parties, bureaucracies, and policy-making. The module offers opportunities to study a number of contemporary policy issues in depth, including industrial policy, regulatory policy, foreign and defence policy, and welfare policy among others. We will look at policy issues at a micro level and link them to broader political contexts of Japanese politics and beyond.</p> <p>Students are expected to acquire the factual knowledge of modern Japanese politics, analytical thinking towards social issues, approaches to data and literature, and writing skills. Independent learning is very important: students are expected to independently analyse and understand the characteristics and nature of Japanese politics since 1945.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	Week 1 offers the overview of this lecture, referring to the key characteristics of Japanese politics.
2nd	Occupation and the period until 1955	Week 2 offers a brief overview of how Japanese politics has developed before 1955. (References) <ul style="list-style-type: none"> <li>• McCargo (2013): 18–42.</li> <li>• Neary (2002): 19–36.</li> <li>• Stockwin (2008): 48–63.</li> <li>• Rosenbluth, F. M. and Thies, M. F. (2010) Japan transformed: political change and eco-nomic restructuring. Princeton, NJ/Woodstock, Oxfordshire, UK: Princeton UP: 32–52.</li> </ul>
3rd	The Liberal Democratic Party (LDP)	As the key political party ruling Japan after 1955 with only a couple of breaks, the LDP is a significant political actor in Japan's political theatre. This session examines the history and nature of the party, which has been a significant factor shaping Japanese politics and policy. From this session the students will engage in activities such as presentations. (References) <ul style="list-style-type: none"> <li>• McCargo (2013): 139–142.</li> <li>• Neary (2002): 59–76.</li> <li>• Stockwin (2008): 179–195.</li> <li>• Krauss, E. S. and Pekkanen, R. J. (2011) The Rise and Fall of Japan's LDP. Ithaca, NY/London: Cornell UP.</li> </ul>

3rd	The Liberal Democratic Party (LDP)	<ul style="list-style-type: none"> <li>• Pempel, T. J. (2010) 'Between Pork and Productivity: The Collapse of the Liberal Democratic Party', <i>The Journal of Japanese Studies</i>, 36, (2): 227–254.</li> <li>• George Mulgan, A. (2014) "Money Politics" in Japan: Allegations of financial impropriety have a long and sordid history in Japanese politics', 26 November 2014, <i>The Diplomat</i> [online]. Available from: <a href="http://thediplomat.com/2014/11/money-politics-in-japan/">http://thediplomat.com/2014/11/money-politics-in-japan/</a> [Accessed 8 January 2017].</li> <li>• Maeda, K. (2010) 'Factors behind the Historic Defeat of Japan's Liberal Democratic Party in 2009', <i>Asian Survey</i>, 50, (5): 888–907.</li> <li>• 猪口孝、岩井奉信 (1987) 族議員の研究—自民党政権を牛耳る主役たち. 東京：日本経済新聞社.</li> <li>• 飯尾潤 (2007) 日本の統治構造. 東京：中央公論新社.</li> <li>• Also, see Muramatsu/Krauss (1987) [Week 8], Pempel (1998) [Week 7].</li> </ul>
4th	The Democratic Party of Japan (DPJ) and its predecessors	<p>The DPJ has played an unusual role in Japanese politics. The 2009 government change prompted many observers to think it was the key actor reshaping Japanese politics. With its unstable governing and lack of expertise, the DPJ lost its previous popularity and lost the 2012 and 2014 general elections. Week 4 considers its impact and nature.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 130–136.</li> <li>• Neary (2002): 77–106.</li> <li>• Stockwin (2008): 195–197, 199–201.</li> <li>• Kushida, E. K. and Lipsky, P. Y. (eds) (2010) <i>Japan Under the DPJ: The Politics of Transition and Governance</i>. Stanford: Walter H. Shorenstein Asia-Pacific Research Center.</li> <li>• George Mulgan, A. (2015) <i>Ozawa Ichirō and Japanese politics: old versus new</i>. London/NY: Routledge.</li> <li>• Rosenbluth/Thies (2010): 101–104, 186–192.</li> <li>• 日本再建イニシアチブ (2013) 民主党政権 失敗の検証 (中公新書). 東京：中央公論新社.</li> </ul>
5th	Electoral system	<p>This session addresses Japan's electoral system, which has been a key topic of debate among scholars exploring the recent political development. It particularly highlights the impact of the 1994 electoral reform.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 105–108.</li> <li>• Stockwin (2008): 156–178.</li> <li>• Rosenbluth/Thies (2010): 95–122.</li> </ul>

6th	Central government bureaucracy, local governments, and judiciary	<p>Central government bureaucracy has been a key topic of debate in Japanese politics. Week 6 contemplates its nature and function, together with local governments and judiciary.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 110–128.</li> <li>• Neary (2002): 109–120, 146–158.</li> <li>• Stockwin (2008): 148–153, 237–238.</li> <li>• Muramatsu, M., Iqbal, F., and Kume, I., (eds) (2002) Local Government Development in Post-War Japan. Oxford: Oxford UP.</li> <li>• Vogel, S. K. (1996) Freer Markets, More Rules: Regulatory Reform in Advanced Industrial Countries. Ithaca, NY: Cornell UP.</li> <li>• Wright, M. (2002) Japan's Fiscal Crisis: The Ministry of Finance and the Politics of Public Spending, 1975–2000. New York: Oxford UP.</li> <li>• 清水真人 (2015) 財務省と政治 (中公新書). 東京: 中央公論新社.</li> <li>• 金井利之 (2007) 自治制度 (行政学叢書). 東京: 東京大学出版会.</li> </ul> <p>Also, see Johnson (1982) [Week 8], 飯尾 (2007).</p>
7th	Business sectors and civil society	<p>This session explores how Japan's business sectors have developed; then it turns to civil society, a controversial sector among scholars.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 38–75, 157–181.</li> <li>• Neary (2002): 175–186, 201–218.</li> <li>• Stockwin (2008): 153–154.</li> <li>• Beason, R. and Weinstein, D. E. (1996) 'Growth, Economies of Scale, and Targeting in Japan (1965-1990)', Review of Economics and Statistics, 78, (2): 289–295.</li> <li>• Gao, B. (1997) Economic ideology and Japanese industrial policy: Developmetalism from 1931 to 1965. Cambridge: Cambridge UP.</li> <li>• Noble, G. W. (1988) 'The Japanese Industrial Policy Debate', in S. Haggard and C. Moon (eds), Pacific Dynamics: The International Politics of Industrial Change. Boulder, CO: Westview Press: 53–95.</li> <li>• Pempel, T. J. (1998) Regime Shift: Comparative Dynamics of the Japanese Political Economy. Ithaca, New York: Cornell UP.</li> <li>• Schaede, U. (2008) Choose and Focus: Japanese Business Strategies for the 21st Century. Ithaca, NY: Cornell UP.</li> <li>• Vogel, S. K. (2006) Japan Remodeled: How Government and Industry are Reforming Japanese Capitalism. Ithaca, NY: Cornell UP.</li> <li>• Yamamura, K. (1967) Economic Policy in Postwar Japan. Berkeley/Los Angeles: University of California Press.</li> <li>• 野口悠紀雄 (1995) 1940年体制—さらば戦時経済. 東京: 東洋経済新報社.</li> </ul>



8th	Background I: politics and the state	<p>Week 8 explains the major schools addressing the nature of politics and the state, referring to Japanese cases.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• Calder, K. E. (1993) <i>Strategic capitalism: private business and public purpose in Japanese industrial finance</i>. Princeton: Princeton UP.</li> <li>• Dunleavy, P. and Rhodes, R. A. W. (1990) 'Core Executive Studies in Britain', <i>Public Administration</i>, 68, Spring: 3–28.</li> <li>• Elgie, R. (2011) 'Core executive studies two decades on', <i>Public Administration</i>, 89, (1), 64-77.</li> <li>• George Mulgan, A. (2005) <i>Japan's Interventionist State: The role of the MAFF</i>. Oxon/New York/Canada: Routledge.</li> <li>• Gownder, J. P. and Pekkanen, R. (1996) 'The End of Political Science? Rational Choice Analyses in Studies of Japanese Politics', <i>Journal of Japanese Studies</i>, 22, (2): 363–384.</li> <li>• Grix, J. (2010) <i>The Foundations of Research</i>. Basingstoke/New York: Palgrave Macmillan.</li> <li>• Hay, C., Lister, M., and Marsh, D. (eds) (2006) <i>The State: Theories and Issues, Political Analysis</i>. Basingstoke/New York: Palgrave Macmillan: 1–20.</li> <li>• Johnson, C. (1982) <i>MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925–1975</i>. Stanford: Stanford UP.</li> <li>• Kato, J. (1994) <i>The Problem of Bureaucratic Rationality</i>. Princeton: Princeton UP.</li> <li>• Marsh, D. and Stoker, G. (eds) (2010) <i>Theory and Methods in Political Science: Third Edition</i>. Basingstoke: Palgrave Macmillan.</li> <li>• Muramatsu, M. and Krauss, E. S. (1987) 'The Conservative Policy Line and the Development of Patterned Pluralism', in K. Yamamura and Y. Yasuba (eds), <i>The Political Economy of Japan, Vol.1: The Domestic Transformation</i>. Stanford: Stanford UP: 516–554.</li> <li>• Ramsayer, J. M. and Rosenbluth, F. M. (1993) <i>Japan's Political Marketplace</i>. Cambridge, MA/London: Harvard UP.</li> <li>• Smith, M. J. (1999) <i>The Core Executive in Britain</i>. Basingstoke/NY: MacMillan.</li> <li>• Wright, M. (1999) 'Who Governs Japan? Politicians and Bureaucrats in the Policy-making Processes', <i>Political Studies</i>, 47, (5): 939–954.</li> <li>• Yamamura, K. (1997) 'The Japanese Political Economy after the "Bubble": Plus Ca Change?', <i>Journal of Japanese Studies</i>, 23, (2): 291–331.</li> <li>• 伊藤光利 (2006) 「官邸主導型政策決定と自民党ーコア・エグゼクティブの集権化」 <i>Leviathan</i>, 38: 7–40.</li> </ul>
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9th	Until 1993: the LDP administration I	<p>From Week 9 the lecture reviews how Japanese politics has developed. Week 9 addresses the LDP administration before the 1993 government change, which offered a break to the LDP's long reign since 1955.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 139–147.</li> <li>• Neary (2002): 59–76.</li> <li>• Stockwin (2008): 63–81.</li> <li>• Krauss/Pekkanen (2011).</li> <li>• Rosenbluth/Thies (2010): 53–71.</li> </ul>
10th	The Hosokawa government, return of the LDP in the 1990: the LDP administration II	<p>Week 10 reviews the nature of the Hosokawa administration, the first non-LDP administration since 1955 and the revived LDP governments until Yoshirō Mori cabinets.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 145–148.</li> <li>• Neary (2002): 88–106.</li> <li>• Stockwin (2008): 82–100.</li> <li>• Pempel, T. J. (1997) 'Regime Shift: Japanese Politics in a Changing World Economy', <i>Journal of Japanese Studies</i>, 23, (2): 333–361.</li> <li>• Shinoda, T. (2013) <i>Contemporary Japanese politics: institutional changes and power shifts</i>. New York: Columbia UP: 55–75.</li> </ul>
11th	The Koizumi administration and his successor: 2000–2009: the LDP administration II	<p>Week 11 examines the administration of Jun'ichiro Koizumi (2001–2005) and his successors.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 151–152.</li> <li>• Stockwin (2008): 101–134.</li> <li>• Pempel (2010).</li> <li>• Steinmo, S. (2010) <i>The Evolution of Modern States</i>. New York: Cambridge UP: 136–146.</li> </ul>
12th	Government change and the DPJ administration	<p>This session offers an account of the 2009 government change and the following DPJ government.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 129–139.</li> <li>• Kushida/Lipscy (2010).</li> <li>• Rosenbluth, F. M. (2011) 'Japan in 2010: Messy Politics but Healthier Democracy', <i>Asian Survey</i>, 51, (1): 41–53.</li> <li>• Rosenbluth, F. M. (2011) 'Japan in 2011: Cataclysmic Crisis and Chronic Deflation', <i>Asian Survey</i>, 52, (1): 15–27.</li> <li>• Rosenbluth/Thies (2010): 186–192.</li> <li>• Lipscy, P. Y. and Scheiner, E. (2012) 'Japan Under the DPJ: The Paradox of Political Change Without Policy Change', <i>Journal of East Asian Studies</i>, 12: 311–322. Available from: <a href="http://web.stanford.edu/~plipscy/JEASIntroduction.pdf">http://web.stanford.edu/~plipscy/JEASIntroduction.pdf</a> [Accessed 8 January 2017].</li> <li>• Shinoda (2013): 153–214.</li> </ul>

13th	Second government change and the re-emergence of the LDP administration: the LDP administration III.	<p>Week 13 considers the Shinzo Abe administration since 2012: its policies, structures, key actors, and nature.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• Pekkanen, R., Reed, S. R., and Scheiner. E. (eds) (2013) <i>Japan Decides 2012: The Japanese General Election</i>. Basingstoke: Palgrave MacMillan.</li> <li>• Pekkanen, R., Reed, S. R., and Scheiner. E. (eds) (2016) <i>Japan Decides 2014: The Japanese General Election</i>. Basingstoke: Palgrave MacMillan.</li> <li>• Shinoda (2013): 230–235.</li> <li>• George Mulgan (2014).</li> </ul> <p>[Abenomics]</p> <ul style="list-style-type: none"> <li>• Abenomics portal: <a href="http://www.japan.go.jp/abenomics/index.html">http://www.japan.go.jp/abenomics/index.html</a>.</li> </ul> <p>The 2nd arrow and the government's debt:</p> <ul style="list-style-type: none"> <li>• MOF (Ministry of Finance, Japan) (2016) <i>Highlights of the Budget for FY2016</i> [online]. Tokyo: MOF. Available from: <a href="http://www.mof.go.jp/english/budget/budget/fy2016/01.pdf">http://www.mof.go.jp/english/budget/budget/fy2016/01.pdf</a> [Accessed 1 January 2017].</li> </ul> <p>The lack of bold approaches regarding the 3rd arrow has resulted in the verdict that the whole project was a failure:</p> <ul style="list-style-type: none"> <li>• Nohara, Y. and Sharp, A. (2016) 'Abenomics Is Losing Support With Economists and Voters Alike', <i>Bloomberg</i>, 8 March 2016 [online]. Available from: <a href="http://www.bloomberg.com/news/articles/2016-03-07/abenomics-is-losing-support-with-economists-and-voters-alike">http://www.bloomberg.com/news/articles/2016-03-07/abenomics-is-losing-support-with-economists-and-voters-alike</a> [Accessed 1 January 2017].</li> </ul> <p>New 3 arrows (Sep 2015–: economic growth promotion; child-rearing assistance to raise the low birth rate; and social security measures to increase nursing facilities for the elderly).</p> <ul style="list-style-type: none"> <li>• Yoshida, R. and Aoki, M. (2016) 'Abe aims arrows at new targets with three fresh goals for "Abenomics", 20% rise in GDP', <i>Japan Times</i>, 24 September 2015 [online]. Available from: <a href="http://www.japantimes.co.jp/news/2015/09/24/national/politics-diplomacy/abe-outlines-new-goals-abenomics-20-rise-gdp/#.V3asBNWKTIV">http://www.japantimes.co.jp/news/2015/09/24/national/politics-diplomacy/abe-outlines-new-goals-abenomics-20-rise-gdp/#.V3asBNWKTIV</a> [Accessed 1 January 2017].</li> </ul> <p>The government's report:</p> <ul style="list-style-type: none"> <li>• Cabinet Office, Japan (2016) <i>Achievements in Three Years of Abenomics</i> [online]. Tokyo: Cabinet Office. Available from: <a href="http://www5.cao.go.jp/keizai1/2016/achievements.pdf">http://www5.cao.go.jp/keizai1/2016/achievements.pdf</a> [Accessed 1 January 2017].</li> </ul> <p>[Security policy]</p> <ul style="list-style-type: none"> <li>• Cabinet Secretariat (2014) <i>Cabinet Decision on Development of Seamless Security Legislation to Ensure Japan's Survival and Protect its People</i> [online]. Tokyo: Cabinet Secretariat, p.7. Available from: <a href="http://www.cas.go.jp/jp/gaiyou/jimu/pdf/anpohosei_eng.pdf">http://www.cas.go.jp/jp/gaiyou/jimu/pdf/anpohosei_eng.pdf</a> [Accessed 1 January 2017].</li> </ul>
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13th	Second government change and the re-emergence of the LDP administration: the LDP administration III.	<ul style="list-style-type: none"> <li>• Reuters (2015) 'Factbox: Main elements of Japan's security legislation', Reuters, 14 September 2015 [online]. Available from: <a href="http://www.reuters.com/article/us-japan-security-factbox-idUSKCNORE2F820150914">http://www.reuters.com/article/us-japan-security-factbox-idUSKCNORE2F820150914</a> [Accessed 1 January 2017].</li> <li>• Economist (2015) 'Protest in Japan: To the barricades, politely', Economist, 19 September 2015 [online]. Available from: <a href="http://www.economist.com/news/asia/21665051-students-have-energised-protests-against-japans-new-security-laws-barricades-politely">http://www.economist.com/news/asia/21665051-students-have-energised-protests-against-japans-new-security-laws-barricades-politely</a> [Accessed 1 January 2017].</li> <li>• Reuters (2015) 'Japan government pushes military expansion bills despite protests', India Times, 18 September 2015 [online]. Available from: <a href="http://economictimes.indiatimes.com/news/defence/japan-government-pushes-military-expansion-bills-despite-protests/articleshow/49008410.cms">http://economictimes.indiatimes.com/news/defence/japan-government-pushes-military-expansion-bills-despite-protests/articleshow/49008410.cms</a> [Accessed 1 January 2017].</li> <li>• Economist (2015) 'A new role for Japan's Self-Defence Force: Abe's "stain"', Economist, 24 September 2015 [online]. Available from: <a href="http://www.economist.com/news/asia/21667981-chinas-angry-reaction-japans-new-security-laws-echoed-home-abes-stain">http://www.economist.com/news/asia/21667981-chinas-angry-reaction-japans-new-security-laws-echoed-home-abes-stain</a> [Accessed 1 January 2017].</li> </ul> <p>[Constitution revision]</p> <ul style="list-style-type: none"> <li>• Jiji (2015) 'Analyzing Abe's fixation on the Constitution', Japan Times, 22 July 2015 [online]. Available from: <a href="http://www.japantimes.co.jp/news/2015/07/22/national/politics-diplomacy/analyzing-abes-fixation-constitution/#.V3efatWKTIV">http://www.japantimes.co.jp/news/2015/07/22/national/politics-diplomacy/analyzing-abes-fixation-constitution/#.V3efatWKTIV</a> [Accessed 1 January 2017].</li> <li>• Sonoda, K. (2016) 'The Quest to Revise Japan's Constitution', The Diplomat, 2 June 2016 [online]. Available from: <a href="http://thediplomat.com/2016/06/the-quest-to-revise-japans-constitution/">http://thediplomat.com/2016/06/the-quest-to-revise-japans-constitution/</a> [Accessed 1 January 2017].</li> </ul>
14th	Conclusion: challenges to Japanese politics	<p>In pulling the previous sessions together, the final session examines the nature of contemporary Japanese politics.</p> <p>(References)</p> <ul style="list-style-type: none"> <li>• McCargo (2013): 213–221.</li> <li>• Stockwin (2008): 265–272.</li> </ul>
<b>Prerequisites and registration requirements</b>		
<b>Preparation for the course</b>		
<p>Approach:</p> <p>Lectures are key part of this module. All students are strongly required to be present at all sessions of the lectures. I will try to offer opportunities to interact with students as interaction will significantly help students understand the issue. Students are expected to read a couple of suggested literature and requested to make presentations or engage in debate after Week 3.</p>		

Essay questions:

Select one of the following titles. The submission deadline will be the last session of the course; the exact date will be informed in the lecture.

1. What can we learn from Japanese politics?
2. What are the key characteristics of Japanese politics? What points have changed and what points have been retained?
3. What is the nature of the LDP? What impact has it offered on Japanese politics?
4. What were the nature of the DPJ administration?
5. Compare the Hosokawa administration with the DPJ administration and discuss their implications to Japanese politics.
6. 'Bureaucracy controls Japanese politics'; evaluate this statement.
7. Discuss the nature of the Koizumi administration drawing on one of the following approaches: pluralist/statist/rational choice.
8. Compare and contrast the Koizumi administration, the DPJ administration, and the Abe administration.
9. Will Japan have government change again?

Activities in the course:

- Presentation: Two students will be assigned to make their respective presentations regarding the given topic. Each presenter will have a discussant, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following in 10–15 minutes: (1) the nature of the chosen topic; (2) the presenters' analysis of the topic based on robust reasoning; and (3) their own argument drawing on the analysis.
- Group presentations: The presentation will be offered by the groups of students.
- Debate: The students will form three groups; the first group will affirm the proposition, the second will negate the proposition, and the third group will judge which side wins. Each side has two 5 minute sessions presenting their arguments. Then the judging group will offer its verdict.
- Poster making: The groups of students will make posters regarding the chosen topics and explain to others their posters. Students will succinctly show the nature of the topic, their analysis based on reasoning, and possible claims based on the analysis.

### Textbooks

- McCargo, Duncan (2013) *Contemporary Japan (Contemporary States and Societies)*. Basingstoke: Palgrave Macmillan.
- Mogaki, M. (2017) 'Governance, Japan', in Farazmand, Ali (ed.) *Global Encyclopaedia of public Administration, Public Policy, and Governance*. Berlin: Springer, December 2017, 1-8.
- Neary, Ian J. (2002) *The State and Politics in Japan*. Cambridge: Polity.
- Stockwin, J. A. A. (2008) *Governing Japan: Divided Politics in a Resurgent Economy [4th Edition]*. Hoboken, NJ: Wiley-Blackwell.

### Suggested readings

Please see the above; the separate syllabus document will also be circulated.

### Grading policy

2,500 word essay: 50 % Active contribution to the course: 25 % Activities in the lecture including presentations: 25 %

## Other

Message: Japanese politics exemplifies the unusual nature of Japan and its society. Analysing this issue offers you a skill to figure out not only politics but also what students will confront in the future, including their future colleagues, workplaces (e.g. private firms), and other societal groups.

Name of Subject	Name of Professor
<b>Comparative Public Administration</b>	Kosaku Dairokuno
Course description and Attainment target	
<p>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.</p>	
Course content	
<p>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.</p> <ol style="list-style-type: none"> <li>1. What is Globalization?</li> <li>2. Impacts of Globalization on the Existing Politico-Administrative System</li> <li>3. The Limits of the Nation-States</li> <li>4. Market, State, and Individuals</li> <li>5. What are the Problems?</li> <li>6. Discussion I</li> <li>7. Discussion II</li> <li>8. Discussion III</li> <li>9. Presentation I</li> <li>10. Presentation II</li> <li>11. Presentation III</li> <li>12. Presentation IV</li> <li>13. Presentation V</li> <li>14. Conclusion</li> </ol>	
Prerequisites and registration requirements	
<p>Participants are encouraged to read basic papers and books concerning Japanese politics in advance.</p>	
Preparation for the course	
<p>I am going to use MOOCS as part of my lecture: the details will be provided at the first class.</p>	
Textbooks	
<p>Textbook: A list of books and papers will be provided to the participants at the beginning of each semester.</p>	
Suggested readings	
<p>TBA</p>	
Grading policy	
<p>Grade is based on the attendance (20%) and the evaluation of the quality of presentation (80%).</p>	
Other	

Name of Subject	Name of Professor
<b>Comparative Study of Corruption</b>	Kosaku Dairokuno
<b>Course description and Attainment target</b>	
<p>The main focus of this course is on political corruption, which is observable not only in developing but also developed countries. Many researcher tend to argue, along with such international organizations as the IMF, World Bank, Asian Developmental Bank, that corruption (rent-seeking activities) is likely to prevent the rational allocation of economic resources, and therefore tend to bloc or slow down the economic growth of many countries. Theoretically speaking, it may seem a very convincing argument because we can easily find many countries that has suffered from slow or non economic growth with rampant corruption. However, we can also name many countries in East and Southeast Asia, which are boasted of a high economic growth with a higher level of political corruption. How do we make sense of these contradictory cases? In this course, we are going to shed some light on this aspect, and try to come up with more practical ways to understand the dynamics of political corruption. One of my argument is corruption is not a most important single factor which prevent the economic growth of many of the developing countries. Rather, political legacies from the past, the resultant power structure and political system (developmental path of each country), and the level of national integration and the lack of rational economic policies and others are more important to explain the lack of economic growth of countries.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. What's wrong with corruption?</li> <li>2. Definition of Corruption (1)</li> <li>3. Definition of Corruption (2)</li> <li>4. Definition of Corruption (3)</li> <li>5. Modernization Path and Corruption (1)</li> <li>6. Modernization Path and Corruption (2)</li> <li>7. Modernization Path and Corruption (3)</li> <li>8. Syndrome of Corruption (1)</li> <li>9. Syndrome of Corruption (2)</li> <li>10. Syndrome of Corruption (3)</li> <li>11. Deep Democratization (1)</li> <li>12. Deep Democratization (2)</li> <li>13. Deep Democratization (3)</li> <li>14. Conclusion</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>Participants are encouraged to read basic papers and books concerning the corruption.</p>	
<b>Preparation for the course</b>	
<p>I am going to use MOOCS (Massively Open Online Courses) as part of this course. Participants are encouraged to watch these recommended by the instructor.</p>	
<b>Textbooks</b>	
<p>Michael Johnstone, Syndrome of Corruption: Wealth, Power, and Democracy (London: Cambridge University Press, 2005).</p>	



Suggested readings
TBA
Grading policy
Grading is based on attendance (20%), presentation (20%), and final essay (60%).
Other

Name of Subject	Name of Professor
<b>Civil Service Systems in Japan and Abroad</b>	Shigeru Yamashita
<b>Course description and Attainment target</b>	
<p>This intensive course aims at</p> <ol style="list-style-type: none"> <li>(1) Firstly, providing students with balanced practical information on institutional structures and workings of Civil Service Systems (CSSs) in Japan and other countries (+ United Nations);</li> <li>(2) Secondly, giving students opportunities to try brief presentations on their own countries' CSSs in comparison with other countries' situations ;</li> <li>(3) Thirdly, taking up major issues in the sphere of CSSs for the purpose of institutionalizing appropriate CSSs and their reforms.</li> </ol> <p>More emphasis will be placed upon study on practical and institutional aspects of the CSSs in various countries rather than upon theoretical analyses.</p>	
<b>Course content</b>	
<p>This is a kind of intensive course, and the course-work will be composed of</p> <ol style="list-style-type: none"> <li>(1) lectures by the Prof. and experts (cadre officers and research staffs)of the NPA (i. e. National Personnel Authority of Japan's Government),</li> <li>(2) visits to the NPA and the NIPA (i. e. National Institute of Public Administration = national training centre for civil servants), and</li> <li>(3) students' presentations on their respective countries' CSSs,</li> <li>(4) always together with Q &amp; As and discussions.</li> </ol> <p>+ An essay-type " Term paper" may also be required of the students.</p> <p>Part I</p> <ol style="list-style-type: none"> <li>① Outline of Japan's Central Government</li> </ol> <p>Part II</p> <ol style="list-style-type: none"> <li>② Civil Service System in Japan (1)</li> <li>③ Ditto (2)</li> <li>④ Comparative Overview of the Several Countries' CSSs</li> <li>⑤ HRD in Japan's Civil Service</li> </ol> <p>Part III CSSs Abroad</p> <ol style="list-style-type: none"> <li>⑥ USA (1)</li> <li>⑦ Ditto (2)</li> <li>⑧ European Countries (1) United Kingdom</li> <li>⑨ Ditto (2) France</li> <li>⑩ Ditto (3) Germany</li> <li>⑪ United Nations</li> </ol> <p>Part IV</p> <ol style="list-style-type: none"> <li>⑫ Comparative Study 1 : Recruitment, HRD, Selection etc.</li> <li>⑬ Ditto 2 : CSSs of Students' Countries (1)</li> <li>⑭ Ditto 3 : Ditto (2)</li> <li>⑮ Concluding Discussions</li> </ol>	

Prerequisites and registration requirements
<p>* Details of the 2018 Schedule and registration requirements will be provided at the Orientation meeting of the Graduate School of Governance Studies to be held around the beginning of the new term.</p>
Preparation for the course
<p>Each participant student should, before and/or during this coursework, collect relevant data etc. concerning the systems and current situations in his/her own country in relation to this theme.</p>
Textbooks
Suggested readings
<p>Reference materials will be provided in the class.</p>
Grading policy
<p>Participation and discussions in the class and Field Studies (50%) In-class presentation + Term paper (50%)</p>
Other

Name of Subject	Name of Professor
<b>Human Resource Management</b>	Makoto Nagahata
<b>Course description and Attainment target</b>	
<p>In recent decades, it seems increasingly necessary for all the managers in an organization to be "collaborative" or "facilitative" when she / he wants to create an effective and efficient new activity or program. It is because of a big change of your society as a whole. "Top-down" or "centralized" type of organization can not catch up with a fast changing and complicated / diverse society. You need to involve various stakeholders and it is also vital to create innovative initiative from those stakeholders. How to facilitate initiative and collaboration is a key for successful management of an organization or a program. In this course, background and principle of facilitative leadership will be introduced. Basic theory and skill of facilitation will also be studied. Practical skill will be acquired through exercise of facilitation in the class. It is expected to learn how to be a good manager in a team with diverse members to create innovative policy, measure, and activity.</p>	
<b>Course content</b>	
<p>DAY I</p> <p><u>What is "human resource management"?</u> At first, let us discuss and define the very basic concept of "resource", "human resource", and "management".</p> <p><u>Change of organization and leadership</u> As society changes, requirement for organization and leadership also changes.</p> <p><u>Facilitative leadership</u> Why it is necessary to be "facilitative" in an organization or in a group work?</p> <p><u>Introduction of facilitation</u> What is facilitation? Why it is required in human resource management?</p> <p><u>Basic theory of facilitation</u> How can a person take initiative to do something? Based on insights of human behavior and interaction, basic theory of facilitation will be introduced.</p> <p>DAY II</p> <p><u>Basic skill of facilitation (1)</u> Partnership building is a key for starting facilitation.</p> <p><u>Practice of partnership building</u> Exercise of partnership building</p> <p><u>Basic skill of facilitation (2)</u> Facilitative listening is another key element of facilitation.</p> <p><u>Practice of facilitative listening</u> Exercise of facilitative listening</p> <p><u>Dialogue</u> Finally, it is a core skill of facilitation to create a good dialogue.</p> <p>DAY III</p> <p><u>Facilitation in a meeting or a workshop (1) (2)</u> Principle and skill for facilitating a meeting or a workshop will be introduced.</p> <p><u>Practice of workshop facilitation (1) (2)</u> Participating students will be requested to facilitate a workshop in the class.</p> <p><u>Overall Synthesis</u> The participating students will review the course and extract learning from what they found by themselves.</p>	

Prerequisites and registration requirements
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.
Preparation for the course
The students are expected to reflect what he/she learned in the class based on own experience in order that the learning will become more practical one.
Textbooks
Reading materials will be distributed.
Suggested readings
The relevant documents will be suggested accordingly.
Grading policy
Class attendance (30%) Participation in discussion (40%) Practice and Presentation (30%)
Other

Name of Subject	Name of Professor
<b>Leadership Theory and Practice</b>	Kazuyuki Sasaki
<b>Course description and Attainment target</b>	
<p>This course explores various models of leadership that have been developed from both a theoretical and practical perspective. The learning objectives are twofold: First, students gain an understanding of the major leadership theories. For each model studied, students are expected to understand the theoretical basis of the model, the strengths and weaknesses of said model, and how to apply the model to practical situations in business and other settings. Second, students explore their personal leadership style through a series of assignments and classroom activities. These activities enable students to reflect on how they view leadership as both a subordinate and a leader. By the end of this course, students will have developed a well-rounded understanding of leadership concepts for use in their own leadership situations.</p>	
<b>Course content</b>	
<p>1st Introduction Introduction to the study of leadership</p> <p>2nd Theories on Leadership 1 Trait Approach</p> <p>3rd Theories on Leadership 2 Skills Approach</p> <p>4th Theories on Leadership 3 Behavioral Approach</p> <p>5th Theory on Leadership 4 Situational Approach</p> <p>6th Theory on Leadership 5 Path-Goal Theory</p> <p>7th Theory on Leadership 6 Leader-Member Exchange Theory</p> <p>8th Theory on Leadership 7 Transformational Leadership</p> <p>9th Theory on Leadership 8 Authentic Leadership</p> <p>10th Theory on Leadership 9 Servant Leadership</p> <p>11th Theory on Leadership 10 Gender and Leadership</p> <p>12th Theory on Leadership 11 Culture and Leadership</p> <p>13th Case Study of Public Leadership</p> <p>14th Presentation</p>	

Prerequisites and registration requirements
<p>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.</p> <p>This syllabus may be modified at the instructor's discretion as necessary to meet the needs of the course.</p>
Preparation for the course
<p>Readings: Students are required to complete the necessary reading assignments prior to the session.</p>
Textbooks
<p>Northhouse, R. (2015) Leadership: Theory and Practice (7th Edition), California: SAGE Publication.</p>
Suggested readings
<p>Rainey, H. (2014) Understanding and Managing Public Organizations (Essential Texts for Nonprofit and Public Leadership and Management: 5th Edition) Jossey-Bass.</p> <p>Van Wart, M. (2012) Leadership in Public Organizations: An Introduction (2nd Edition) Routledge.</p> <p>Van Wart, M. (2014) Dynamics of Leadership in Public Service: Theory and Practice (2nd Edition) Routledge.</p>
Grading policy
<p>Presentation at the class (30%)</p> <p>Participation in class discussion (20%)</p> <p>Term paper (50%)</p>
Other
<p>日本人学生及び科目履修生が受講の場合、フィールドワーク等への参加費用は、原則として実費負担となります。</p>

Name of Subject	Name of Professor
<b>Japanese Local Government (Finance)</b>	Shunsuke Kimura
<b>Course description and Attainment target</b>	
<p>When you consider your home country's appropriate governmental structure, a study of the dynamism of local administration and the financial system is a key point.</p> <p>This course, therefore, is intended to introduce and analyze the financial aspects of the system and the practice of Japanese central and local administrative systems.</p> <p>In the standpoint of public administration, a comparative analysis of the governmental financial structure is very effective. On this course we firstly focus on the central government structure; the cabinet system, the budget system and such. Secondly we focus on the allocation of public affairs between the central government, the broader local public authorities (prefectures) and the basic local public authorities (municipalities). Thirdly we focus on the inter-governmental relationship on the financial stage. Especially we pick up the Local Allocation Tax, which is the financial equalizing system. The central government aims at both of the financial safeguarded and the financial equality among the local public authorities.</p> <p>Fourthly we focus on the challenges of the local finance system; decentralization, rehabilitation and the revitalization. In Japan, especially since 1990s, the local administrative systems have been remarkably changing in order to deal with them.</p> <p>This course will be taught generally by lectures, but discussion among participants will be combined.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>(1) Overview of Japanese governmental system; Central government and Local governments (Cabinet system, Political Party system, Governmental structure, and such.)</li> <li>(2) Budget System (Central Government Budget System and Local Government Budget System)</li> <li>(3) Organizational management of local public authorities</li> <li>(4) Basic local public entities and Municipal merger movements in Japan ; Driving powers of municipal mergers and effects</li> <li>(5) Tax system (1) (National Tax System and Local Tax System ; Characteristics of system)</li> <li>(6) Tax system (2) (Local Tax System ; Current agenda)</li> <li>(7) Local Finance System (1) Financial equalizing system ; Outline of system and effects</li> <li>(8) Local Finance System (2) Local loan system; Outline of systems and manner of operation</li> <li>(9) Local Finance System (3) National Grants</li> <li>(10) Functional decentralization ; The outline of the transition of administrative powers from central government to local governments</li> <li>(11) Financial decentralization; The outline of background, driving power, composition of the financial decentralization</li> <li>(12) Financial Management</li> <li>(13) Financial Rehabilitation</li> <li>(14) Administration Reform and Use of Private Sector for Public Services; Introduction of Japan's Experiences</li> </ol>	



Prerequisites and registration requirements
Read the materials before the class and participate the discussion.
Preparation for the course
I would recommend that you pick up the objects which you are interested in and study the related reference books.
Textbooks
The materials are uploaded on the class-web of Oh-o! Meiji. The participants shall download them.
Suggested readings
<ul style="list-style-type: none"> <li>• Shunsuke Kimura, “Regional Administration in Japan”, Routledge, 2017.</li> <li>• Shunsuke KIMURA, “ Decentralization and Development of Sri Lanka Within a Unitary State”</li> <li>• Michio Muramatsu, et al eds. “Local Government Development in Post-War Japan”, Oxford University Press, 2001</li> <li>• Kurt Steiner, “Local Government in Japan”, Stanford University Press, 1965</li> <li>• Nobuki Mochida, “Local Government Organization and Finance: Japan”, in Anwar Shah, ed. Local Governance in Industrial Countries, World Bank, 2006</li> <li>• Nobuki Mochida, “Fiscal Decentralization and Local Public Finance in Japan”, Routledge Frontiers of Political Economy, 2008</li> </ul>
Grading policy
Class contribution (10%), participation in discussions (30%) Term Paper (60%)
Other
These days, a lot of countries have the common agendas. In consideration of those issues, let's have the comparative study of the current local finance systems and the dynamism of the home civil service.

Name of Subject	Name of Professor
<b>Human Resources Development in Local Government</b>	Shigeru Yamashita
Course description and Attainment target	
<p>This course aims at providing students with practical information on systems and workings 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.</p> <p>Students are expected to obtain practical information and expertise through class-room lectures, on-the-spot study, then through discussions and report-writing.</p>	
Course content	
<p>Intensive Course</p> <p>○ 1st Week (①~⑤)  Part 1: Overview : HRD system in LG sector of Japan  Part 2: Significance of training institutions for the LG staffs</p> <p>○ 2nd Week (⑥~⑩)  Part 3: Field study (1) : LG Staff training at the Local Autonomy College  (Central Government Ministry of Internal Affairs &amp; Communication)</p> <p>○ 3rd Week (⑪~⑮)  Part 4: Field Study (2) : LG Staff training by the LG themselves (in Saitama)  Part 5: Analysis : Effectiveness and problems of HRD in LG sector</p>	
Prerequisites and registration requirements	
<p>Details of the 2018 Schedule and registration requirements will be provided at the Orientation meeting of the Graduate School of Governance Studies to be held around the beginning of the new term..</p>	
Preparation for the course	
<p>.Each participant student should, before and/or during this coursework, collect relevant data etc. concerning the systems and current situations in his/her own country in relation to this theme.</p>	
Textbooks	
Suggested readings	
<p>Reading materials will be provided in the class</p>	
Grading policy	
<p>Participation and discussions in the class and Field Studies (70%)  Term paper (30%)</p>	
Other	

Name of Subject		Name of Professor
Urban Design		Keimi Harada
Course description and Attainment target		
<p>The purposes are (1) to understand the characteristics of Urban Design in Japan, such as urban form, components of urban design and political, cultural backgrounds, and (2) to learn basic knowledge of policy making for an attractive city. The methods are lectures, discussion and case studies. Components are 1 Analysis of Present Situations, 2 Historical Analysis and Transformation of cities 3 Institutional Systems, 4 Comparative Studies such as New York City, Stockholm, Helsinki, 5 Leading Case Studies of Latest Projects.</p>		
Course content		
1st	Purpose, method, Historical backgrounds of Urban Design	
2nd	Case study in Commercial Districts	GINZA, Shinjuku Kabuki-cho, Daikan-yama, Yokohama Motomachi, Yokohama Isezaki-cho, Local Shotengai
3rd	Case study in major Business Districts, Dai-Maru-Yu (Near the Tokyo Station)	
4th	Case study in Residential districts	Den-en chofu (Conventional Highend), High dense wooden residential districts, Makuhari New Town
5th	Minato City Urban Development, Most exiting area	
6th	Historical review, Urban transformation of Tokyo	
7th	Urban Design for Welfare	
8th	Urban Design in Castle towns	
9th	Urban Design in Temple towns	
10th	Urban Design in Local Villages, Merchants Town, "Machiya"	
11th	Institutional System 1, Central Government Level	1.City Planning Law, 2.Building Standard Law, 3.Landscape Law
12th	Institutional System 2, Tokyo Metropolitan Government	Facts of Urban Design in Tokyo
13th	Citizens' Participation and Urban Design for Welfare	
14th	Comparative Study with Foreign cities, Practice	Proposal of own Urban Design at specific district
Prerequisites and registration requirements		
Theme will be changed based on the conditions. Observe physical environments and file.		

Preparation for the course
Instructions given before classes. Review discussions after a class
Textbooks
Materials are provided at each class.
Suggested readings
Urban Development in Tokyo 2013 (available at Tokyo Metropolitan Government)
Grading policy
Short Paper (20%), Discussion (50%), Final Paper, Proposal of Urban Design (30%)
Other
None

Name of Subject	Name of Professor																
<b>Introducing Spatial Planning in Tokyo</b>	Kiyoshi Kobayashi																
<b>Course description and Attainment target</b>																	
<p>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 co-ordinate 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 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.</p>																	
<b>Course content</b>																	
<p>The Example of the Lecture and Field Research.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">A. Maru-no-uchi, Ote-machi</td> <td style="width: 50%;">I. Waterfront area</td> </tr> <tr> <td>B. Nihonbashi</td> <td>J. Tokyo Metropolitan Government Office</td> </tr> <tr> <td>C. Yuraku-cyo</td> <td>K. Shibuya</td> </tr> <tr> <td>D. Roppongi, Akasaka</td> <td>L. Ikebukuro</td> </tr> <tr> <td>E. Toranomom, Shiodome</td> <td>M. Olympic Site</td> </tr> <tr> <td>F. Ueno,Ryogoku (Metropolitan Cultural Institutions)</td> <td>N. Olympic Athlete dormitories</td> </tr> <tr> <td>G. Shinjuku</td> <td>O. Tokyo sky tree</td> </tr> <tr> <td>H. Shinagawa</td> <td></td> </tr> </table>		A. Maru-no-uchi, Ote-machi	I. Waterfront area	B. Nihonbashi	J. Tokyo Metropolitan Government Office	C. Yuraku-cyo	K. Shibuya	D. Roppongi, Akasaka	L. Ikebukuro	E. Toranomom, Shiodome	M. Olympic Site	F. Ueno,Ryogoku (Metropolitan Cultural Institutions)	N. Olympic Athlete dormitories	G. Shinjuku	O. Tokyo sky tree	H. Shinagawa	
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<b>Prerequisites and registration requirements</b>																	
<p>May2018 - Tuesday 8th and 15th - Field Work</p> <p>July 7 SAT, 14:00-17:00 - A lecture on historical context; "Olympic Cities, 1896-2016"</p> <p>July 8 SUN, 14:00-17:00 - A lecture on Redeveloping Contemporary London and Legacy of Olympic 2012</p> <p>July 9 MON, 19:00-21:00 - A lecture on future of Olympic Cities</p> <p>July 13 FRI, 13:00-17:00 - The symposium on the future of Olympic Cities</p> <p>Students are highly recommended to take up "Spatial Planning" together with this field research course.</p>																	
<b>Preparation for the course</b>																	
I will indicate by that time																	
<b>Textbooks</b>																	

Suggested readings
Grading policy
Consistent class attendance (30%) Participation in class discussions (30%) Term paper (40%)
Other

Name of Subject		Name of Professor
Urban Management and Environment		Masami Tsuji
Course description and Attainment target		
<p>Cities occupy only 2 % of land in the world. However, more than half of the people in the world live in cities. They consume 75 % of its resources, and produce similar percentage of waste. The number of people live in urban slums in developing countries is immense, estimated to be 1 billion. In addition, about 2 billion of urban residents are expected to increase from 2010 to 2030, and the urban populations of South Asia and Africa – the world’s 2 poorest regions – are estimated to be double in that period.</p> <p>The course is to provide an understanding of urban management for sustainable development of cities. The focus is on the environment among three pillars of sustainable development (environmental, social and economic). However, the other two aspects will also be discussed as they are closely related to environmental conservation and urban management. Students will learn theoretical aspects of sector-specific issues as well as practical cases from city-level activities to national and international cooperation. The course also clarifies roles of various stakeholders.</p> <p>The course is designed for those students who have basic knowledge on policy making. By taking this course, students are expected to: (i) Acquire fundamental knowledge on major urban environmental issues, (ii) Deepen their understanding of such issues through practical cases, (iii) Be familiar with measures to such issues for healthy and livable cities, and (iv) Develop insights on future actions for urban management and environment, based on the role of each student.</p>		
Course content		
Week	Theme	Contents
1st	Introduction and overview	History, major issues
2nd	Policy approaches	Various approaches such as direct regulation, economic approach, framework approach, voluntary approach, information approach
3rd	Major urban management issues (I)	Transport
4th	Major urban management issues (II)	Energy, housing
5th	Major urban management issues (III)	Water resources management, water supply
6th	Major urban management issues (IV)	Wastewater management
7th	Major urban management issues (V)	Solid waste management
8th	Major urban management issues (VI)	Industries, land use, greening, disaster prevention and resilience
9th	Major urban management issues (VII)	Social aspects
10th	Crosscutting aspects (I)	Role of various stakeholders and partnership
11th	Crosscutting aspects (II)	International cooperation

12th	Case study (I)	Wise use of natural resources
13th	Case study (II)	Social aspects
14th	Future actions for urban management and environment	Discussion on planning, policy making, and implementation
Prerequisites and registration requirements		
Active participation in the classes is expected.		
Preparation for the course		
Students are required to complete reading assignments prior to classes.		
Textbooks		
Materials will be given at each class.		
Suggested readings		
Relevant reading materials will be suggested accordingly.		
Grading policy		
Participation in discussion (50%) Term paper (50%)		
Other		
None.		



Name of Subject	Name of Professor
Education for Crisis and Contingency Management	Shigeru Yamashita
Course description and Attainment target	
<p>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.</p> <p>Students are expected to obtain practical information and expertise through lectures, on-the-spot studies, then through discussions and report writing.</p>	
Course content	
<p>Intensive course</p> <ul style="list-style-type: none"> <li>○ 1st Week (①~⑤) <ul style="list-style-type: none"> <li>Part 1. Crisis and contingency management in Japan's Local Government sector</li> <li>Part 2. Education at various places for crisis and contingency management</li> </ul> </li> <li>○ 2nd Week (⑥~⑩) <ul style="list-style-type: none"> <li>Part 3. Field study 1 : LG staff training for crisis and contingency management</li> </ul> </li> <li>○ 3rd Week (⑪~⑮) <ul style="list-style-type: none"> <li>Part 4. Field study 2 : Activities by citizens in their neighbourhood</li> <li>Part 5. Analysis : Effectiveness of current systems and practices</li> </ul> </li> </ul>	
Prerequisites and registration requirements	
<p>Details of the 2018 Schedule and registration requirements will be provided at the Orientation meeting of the Graduate School of Governance Studies to be held around the beginning of the new term..</p>	
Preparation for the course	
<p>Each participant student should, before and/or during this coursework, collect relevant data etc. concerning the systems and current situations in his/her own country in relation to this theme.</p>	
Textbooks	
Suggested readings	
<p>Reading materials will be provided in the class.</p>	
Grading policy	
<p>Participation and discussions in the class and Field Studies (70%) Policy paper (30%)</p>	
Other	

Name of Subject		Name of Professor
<b>Crisis Management and Civil Society</b>		Yoshiki Kobayashi
Course description and Attainment target		
<p><u>ATTAINMENT TARGET:</u></p> <p>The objective of this course is to encourage students to acquire appropriate theoretical frameworks and knowledge, necessary for analyzing the issues related to crisis management <u>from the view point of non-governmental actors, such as private business, NGO, local community, individual and so on.</u></p> <p><u>COURSE DESCRIPTION:</u></p> <p>Recent various studies on crisis management have revealed that in order to effectively deal with contemporary crisis situations, not only governmental actors (such as central and local municipal governments), but also non-governmental actors should take active roles (e.g. Self-help, Mutual-help and etc.). Moreover, while public sectors such as police and intelligence organizations tend to demand more power and authorities to deal with crisis situations, more attentions should be paid to the appropriate balance between security and human rights. Therefore, in contemporary democratic societies, it has become more important for non-government actors to proactively get involved in the issues related to crisis management.</p> <p>This course, after briefly reviewing basic theoretical frameworks related to crisis management, analyzes governing relations among various actors for crisis management, mainly from the view point of non-governmental actors. The main focus of analysis is put on 'preparation' and 'reduction' phases of crisis management. The topics for discussion are mainly <u>man-maid crisis issues such as terrorism, serious crime, military conflict, and so on.</u></p>		
Course content		
Week	Theme	Contents
1st	INTRODUCTION (1)	Introduction
2nd	INTRODUCTION (2)	Basic Academic Theories of Crisis Management
3rd	INTRODUCTION (3)	Crisis Management and Leadership
4th	CRISIS MANAGEMENT AND CRIME SITUATION (1)	Crime Situation in Japan, Academic Theories on Causes of Crimes
5th	CRISIS MANAGEMENT AND CRIME SITUATION (2)	Crime Prevention and Roles of Local Communities (1): Intoroduction
6th	CRISIS MANAGEMENT AND CRIME SITUATION (3)	Crime Prevention and Roles of Local Communities (2): Globalizaiton of Crime
7th	CRISIS MANAGEMENT AND CRIME SITUATION (4)	Crime Prevention and Roles of Local Communities (3): Democratic Control towards Police"
8th	STUDENTS' PRECENTA-TIONS	Term Paper - Midterm Proposal
9th	CRISIS MANAGEMENT AND TERRORISM AND TRANS-NATIONAL CONFLICTS (1)	Transnational Terrorism Academic Theories on Radicalization

10th	CRISIS MANAGEMENT AND TERRORISM AND TRANS-NATIONAL CONFLICTS (2)	Transnational Conflicts in East Asia Academic Theories on Transnational Conflicts
11th	CRISIS MANAGEMENT AND TERRORISM AND TRANS-NATIONAL CONFLICTS (3)	Intelligence Community: Structures and Functions
12th	CRISIS MANAGEMENT AND TERRORISM AND TRANS-NATIONAL CONFLICTS (4)	Counterterrorism and Role of Local Communities: Democratic Control towards Intelligence Community
13th	GUEST SPEAKER SESSION	(TBA)
14th	STUDENTS' PRESENTATIONS	Term Paper - Final Presentation
Prerequisites and registration requirements		
Preparation for the course		
<p><u>READING ASSIGNMENTS:</u> All students are expected to complete reading assignments prior to an each class, getting prepared for class discussions on assigned topics.</p> <p><u>NEWS DISCUSSIONS:</u> In an each class, the first 15-20 minutes will be allocated to casual discussions on the current news topics related to crisis management issues. All students are encouraged to pay attention to relevant news topics in daily life, and to get prepared for class discussions.</p>		
Textbooks		
No specific text book is assigned for this course, while articles or papers for reading assignments for each class will be announced in the class.		
Suggested readings		
<p>"The Politics of Crisis Management (2nd Edition)" (2017), Boin, A., et.al, (Cambridge University Press)</p> <p>"Criminology (3rd Edition)" (2017), Newburn, T., (Routledge)</p> <p>"Inside Terrorism (3rd Edition)" (2017), Hoffman, B., (Columbia University Press)</p> <p>"Intelligence - From Secret to Policy (7th Edition)" (2016), Lowenthal, M., (CQ Press)</p>		
Grading policy		
<p>Class Participation: 30%</p> <p>Individual Class Presentation (2 times): 30%</p> <p>Individual Term Paper: 40%</p>		
Other		
The GSGS has offered a variety of different courses related to Crisis Management, each of which has different focus and view point. Those student who are interested in having comprehensive understanding of crisis management issues are encouraged to take several courses related to crisis management.		

Name of Subject	Name of Professor
Crisis Management and Public Administration	Keisuke Tsukada
Course description and Attainment target	
<p>This intensive four day course will inform students on crisis management in the government sector, and will prepare them for leadership positions in times of disaster. More specifically, it will examine the structure of the existing crisis management system, and explore how the system actually worked in response to the tragic March 11th earthquake and tsunami. The course will involve both lectures and fieldtrips to facilities that are involved in disaster management. The lecturer will utilize first-hand knowledge from his experiences as the Director General of the Civil Protection and Disaster Management Department in order to expose students to real-life lessons from past emergencies, while familiarizing students with the essence of Japan's disaster management system- "the national mobilization of local forces."</p> <p>The lecture also covers Cuban Missile Crisis as a classic example of crisis management.</p>	
Course content	
<p>Day 1 : An introductory lecture  Day 2 : Followed by *a trip to the FDMA (Fire and Disaster Management Agency) The lecturer will introduce the command room, where he directed disaster management efforts in the wake of the Great East Japan Earthquake.  Day 3 : Lectures and class discussions.  Day 4 : A Lecture followed by *a trip to the Tokyo Metropolitan Fire Department.  (*The plan for field trips this year is to be announced later.)</p>	
Prerequisites and registration requirements	
Preparation for the course	
To be advised specifically in class.	
Textbooks	
Suggested readings	
Grading policy	
Participation 100%	
Other	

Name of Subject	Name of Professor
<b>Japanese Economy in International Environment</b>	Etsuko Katsu
<b>Course description and Attainment target</b>	
<p>This course covers various topics in Japanese Economy, from a perspective of history, theory, and system. Students will understand the Japan's system well to engage in an active debate on the various issues on Japanese Economy and complete papers.</p>	
<b>Course content</b>	
<p>This course covers topics in Japanese Economy with an emphasis on the causes and consequences of structural changes in Japanese system. And explores the historical roots of current economic issues, such as Japanese banking crisis, monetary policy, yen appreciation and fiscal policy.</p>	
<p>This course also examines influences of globalization on Japanese Economy 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 because of their historical background and business practices. These phenomena make a drastic change in financial system, especially in so-called main bank system. The lectures will be based on material in a book manuscript. Reading list, by class, are displayed at the beginning of the course.</p>	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Overview of the Japanese Economy</li> <li>3. Brief Japanese history</li> <li>4. Edo period</li> <li>5. Meiji (1): Key Goals of the New Government</li> <li>6. Meiji (2): Importing and Absorbing Technology</li> <li>7. Meiji (3): Budget, Finance and the Macro-economy</li> <li>8. World War I and the 1920s: Export-led Boom and Recession</li> <li>9. The Showa Financial Crisis of 1927</li> <li>10. The 1930s and the War Economy</li> <li>11. Postwar Recovery, 1945-49</li> <li>12. The High Growth Era</li> <li>13. Economic Maturity and Slowdown</li> <li>14. The Bubble Burst and Recession, and financial crises</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>This course seeks to make analysis of macro economic policy including monetary policy and fiscal policy. The participants need to have knowledge of basic macro economics and finance theory.</p>	
<b>Preparation for the course</b>	
<p>Students should read the papers on the topic of Japanese Economy in advance, and prepare for the discussion.</p>	
<b>Textbooks</b>	
<p>Nakamura, Takafusa (1995), <i>The postwar Japanese Economy</i>, University of Tokyo Press  Ohno, Kenichi (2006), <i>The Economic Development of Japan</i>, GRIPS</p>	

Suggested readings
Ito, Takatoshi (1992), <i>The Japanese Economy</i> , MIT Press. Masahiko Aoki and Hugh Patrick (1994), <i>The Japanese main bank system: its relevance for developing and transforming economies</i> , Oxford University Press. Brendan Brown; foreword by Robert Z. Aliber, <i>The yo-yo yen: and the future of the Japanese economy</i> Chikara Higashi, G. Peter Lauter, <i>The internationalization of the Japanese economy</i>
Grading policy
Evaluation is by class participation and discussions.
Other

Name of Subject	Name of Professor
<b>Japanese Economic Policy</b>	Etsuko Katsu
<b>Course description and Attainment target</b>	
<p>This course covers various topics in Japanese Economy, from a perspective of history, theory, and system. Students will understand the Japan's system well to engage in an active debate on the various issues on Japanese Economy and complete papers.</p>	
<b>Course content</b>	
<p>This course covers topics in Japanese Economy with an emphasis on the causes and consequences of structural changes in Japanese system. And explores the historical roots of current economic issues, such as Japanese banking crisis, monetary policy, yen appreciation and fiscal policy.</p> <p>This course also examines influences of globalization on Japanese Economy. 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 because of their historical background and business practices. These phenomena make a drastic change in financial system, especially in so-called main bank system. The lectures will be based on material in a book manuscript. Reading list, by class, are displayed at the beginning of the course.</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Overview of the Japanese Economy</li> <li>3. Brief Japanese history</li> <li>4. Edo period</li> <li>5. Meiji (1): Key Goals of the New Government</li> <li>6. Meiji (2): Importing and Absorbing Technology</li> <li>7. Meiji (3): Budget, Finance and the Macro-economy</li> <li>8. World War I and the 1920s: Export-led Boom and Recession</li> <li>9. The Showa Financial Crisis of 1927</li> <li>10. The 1930s and the War Economy</li> <li>11. Postwar Recovery, 1945-49</li> <li>12. The High Growth Era</li> <li>13. Economic Maturity and Slowdown</li> <li>14. The Bubble Burst and Recession, and financial crises</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>This course seeks to make analysis of macro economic policy including monetary policy and fiscal policy. The participants need to have knowledge of basic macro economics and finance theory.</p>	
<b>Preparation for the course</b>	
<p>Students should read the papers on the topic of Japanese Economy in advance, and prepare for the discussion.</p>	
<b>Textbooks</b>	
<p>Ohno, Kenichi (2006), <i>The Economic Development of Japan</i>, GRIPS  Nakamura, Takafusa (1995), <i>The postwar Japanese Economy</i>, University of Tokyo Press</p>	

### 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.

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

Chikara Higashi, G. Peter Lauter, The internationalization of the Japanese economy

### Grading policy

Evaluation is by class participation and by the students' presentation.

### Other



Name of Subject	Name of Professor
<b>Community Engagement and Facilitation</b>	Makoto Nagahata
<b>Course description and Attainment target</b>	
<p>No one can deny that participatory 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 addition, collaboration or "co-production" among public institutions and private organizations (including non-profit sector) is also considered to be one of important issues for public service delivery in all over the world. In order to achieve active participation of community people in the development process, and to promote active collaboration among various stakeholders, "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 in order to accelerate active community engagement in development process. 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 engagement.</p>	
<b>Course content</b>	
<p>DAY I</p> <p><u>What is "local community"?</u> At first, let us discuss and define the very basic concept of local community and its meaning for human life.</p> <p><u>Change of local community</u> Historical changes of the roles of community, and the stakeholders in community development will be discussed.</p> <p><u>Roles of outsiders in community development</u> There are some groups of people who come from outside to be involved in community development. Who are they? What are their roles? What are difficulties for them to promote participatory development?</p> <p><u>Introduction of FACT Method (Facilitative Action with Community in Transition)</u> What is facilitation? Why it is required in community development? What is "participatory development"?</p> <p><u>Basic theory of facilitation</u> How can a person take initiative to do something? Based on insights of human behavior and interaction, basic theory of facilitation will be introduced.</p> <p>DAY II</p> <p><u>Basic Theory of community facilitation (1)</u> Partnership building is a key for starting community facilitation.</p> <p><u>Basic Theory of community facilitation (2)</u> What is "Arumonosagashi" (exploring what there are in a community)? How is it effective for community engagement?</p> <p><u>Basic Theory of community facilitation (3)</u> Facilitative listening in conversation (FALCON) is another key elements of community facilitation.</p> <p><u>Practice in the field</u> A field work to walk around the campus will be conducted to practice basic technique of facilitation.</p> <p><u>Presentation of the findings</u> Findings from the field work will be shared and discussed.</p> <p>DAY III</p> <p><u>Case study of community facilitation (1) (2)</u></p>	

<p>A good practice case study of community facilitation through “partnership building”, “arumonosagashi” and “FALCON” in community development will be introduced.,</p> <p><u>Collaborative Management (1) (2)</u></p> <p>Management skills of collaboration among various stakeholders will be introduced. It is one of key skills for development practitioners and policy makers.</p> <p><u>Overall Synthesis</u></p> <p>The participating students will review the course and extract learning from what they found by themselves.</p>
<b>Prerequisites and registration requirements</b>
<p>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.</p>
<b>Preparation for the course</b>
<p>The students are expected to reflect what he/she learned in the class based on own experience in order that the learning will become more practical one.</p>
<b>Textbooks</b>
<p>Reading materials will be distributed.</p>
<b>Suggested readings</b>
<p>The relevant documents will be suggested accordingly.</p>
<b>Grading policy</b>
<p>Class attendance (30%)  Participation in discussion (40%)  Presentation (30%)</p>
<b>Other</b>

Name of Subject	Name of Professor
Urban and Regional Development Planning	Takayuki Kubo
Course description and Attainment target	
<p>The urban population grew from 746 million in 1950 (30 % of the world population) to 3.96 billion in 2015 (54 %). Urbanization rate is expected to rise up to 66% % by 2050.</p> <p>During the age when the urban population was less than the rural population, the role of the regional development was to rectify disparities between the urban and the rural areas and to improve the disproportionate economic development. However, in the modern age, while the urban population has been the majority of the world, the urban areas are recognized as the engines of growth. The New Urban Agenda (NUA) was adopted at the 3rd UN Human Settlement Conference (Habitat III) in 2016. In the NUA, the Urban Paradigm Shift is described such as “Urbanization is the measure to the sustainable development of economy, society, and environment.” Contemporary regional development can be sought in sustainably carrying out the balanced urbanization in the regions.</p> <p>This course aims to study sustainable urban development as a methodology of regional development. Students are expected to acquire basic knowledges of the sustainable development planning both in the theories and in the practices from the case studies.</p>	
Course content	
<p>1st Introduction</p> <p>2nd Why urban planning?</p> <p>3rd How to plan to address key urban development challenges</p> <p>4th How to choose the urban pattern that can best serve your city</p> <p>5th How to improve access and avoid congestion</p> <p>6th How to provide infrastructure and key services</p> <p>7th How to address informality</p> <p>8th How to build resilience and reduce climate risks</p> <p>9th How to make a city safer</p> <p>10th How can urban planning generate financial resources?</p> <p>11th How to allocate investment</p> <p>12th How to create partnerships</p> <p>13th How to know if you are making an impact</p> <p>14th Case Study (student presentation and feedback)</p> <p>15th Case Study (student presentation and feedback)</p>	
Prerequisites and registration requirements	
There is no specific requirement to take this course.	
Preparation for the course	
Read the the designated chapter for each lecture on the textbook.	
Textbooks	
<p>UN-Habitat (2014) Urban Planning for City Leaders, Nairobi: United Nations Human Settlements Programme.</p> <p><a href="https://unhabitat.org/books/urban-planning-for-city-leaders/">https://unhabitat.org/books/urban-planning-for-city-leaders/</a></p> <p>Other materials to be provided during the course</p>	

Suggested readings
<p>UN-Habitat (2015) International Guidelines on Urban and Territorial Planning, Nairobi: United Nations Human Settlements Programme.  <a href="https://unhabitat.org/un-habitat-releases-international-guidelines-on-urban-territorial-planning/">https://unhabitat.org/un-habitat-releases-international-guidelines-on-urban-territorial-planning/</a></p>
Grading policy
<p>Class participation and contribution to the discussion : 50%  Presentation : 50%</p>
Other
<p>Active discussion during the lecture is expected to learn from each other.</p>

Name of Subject		Name of Professor
Environmental Governance		Masami Tsuji
Course description and Attainment target		
<p>In the past, environmental protection was regarded as an inhibition factor to economic development. Later, recognition that economic development should be in harmony with environmental protection became prevalent. Further changes of the view are occurring, from the harmony to “win-win” relationship of those, as symbolized by ESG investment. On the other hand, we are facing a critical situation of environmental issues such as global warming. In this course, environmental governance by various stakeholders and approaches is discussed.</p> <p>The targets of this course are to: (i) Obtain knowledge of principles, approaches, and ongoing activities of various stakeholders, and (ii) Build capacity to propose better environmental governance scheme.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	Principles of environmental governance
2nd	Policy approach (I): Regulations	Ambient environmental quality standards, emission standards, other regulatory approaches
3rd	Policy approach (II): Economic approach (1)	Tax, levy, subsidy
4th	Policy approach (III): Economic approach (2)	Creation of markets, Principles for Responsible Investment, ESG investment, green bond
5th	Policy approach (IV): Voluntary approach	Environmental protection agreement, CSR, CSV
6th	Policy approach (V): Information approach	Environmental reporting, ecological footprint, ecolabeling, ISO, life-cycle assessment
7th	Policy approach (VI): Procedural approach	PRTR, manifest system for industrial wastes, environmental assessment
8th	Policy approach (VII): Project approach	Public works, PPP, wise use of resources
9th	Actors and systems (I): United Nations	Initiatives by the United nations including 2030 Agenda for Sustainable Development
10th	Actors and systems (II): International treaties	UNFCCC, UNCBD, and other conventions
11th	Actors and systems (III): International Financing Institutions	World Bank, regional development banks including Asian Development Bank and African Development Bank, bilateral agencies including Japan International Cooperation agency
12th	Actors and systems (IV): NGOs and community groups	Various NGOs and community groups

13th	Actors and systems (V): Cooperation among various actors	Cases to consolidate and converge efforts of various stakeholders
14th	Group discussion	
Prerequisites and registration requirements		
Active participation in the classes is expected.		
Preparation for the course		
Students are required to complete reading assignments prior to classes.		
Textbooks		
Materials will be given at the class.		
Suggested readings		
To be instructed at the class.		
Grading policy		
Participation in discussion (50%) Term paper (50%)		
Other		
None.		

Name of Subject		Name of Professor
Environmental Management		Masami Tsuji
Course description and Attainment target		
<p>Environmental issues are widely recognized as major challenges for sustainable development. However, causes, effects and measures for individual issues are sometimes not well-understood. Moreover, it is difficult to understand linkages between global environmental issues and implications of local environmental issues. In this course, those aspects of environmental issues such as air, water, solid wastes, toxic materials, natural environment, climate change are clarified, and their management approaches are discussed.</p> <p>Through this course, students are expected to obtain knowledge on those aspects to be able to develop appropriate policy measures.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	Environmental issues and measures
2nd	Air (I): Air pollution	Dust, sulfur oxides, nitrogen oxides
3rd	Air (II): Transboundary air pollution	Acid rain, photochemical oxidants, PM2.5
4th	Air (III): Ozone layer depletion	Ultraviolet rays, chlorofluorocarbons, ozone layer protection
5th	Water (I): Freshwater resources	Water demand, availability, water use, international rivers
6th	Water (II): Water supply and sanitation	Drinking water, domestic wastewater treatment (off-site sewage treatment and on-site treatment)
7th	Water (III): Water pollution and soil pollution	Industrial wastewater, eutrophication, soil pollution
8th	Noise and odor	Noise, odor, daily life nuisance
9th	Solid wastes	Domestic and industrial solid wastes, their treatment and disposal, 3R
10th	Toxic materials	Chemical substances, heavy metals, health and safety
11th	Natural environment (I): Ecosystem	Ecosystem management, protected areas
12th	Natural environment (II): Biodiversity	Biodiversity, endangered species
13th	Climate change (I): Past, present, future	Mechanism, prediction based on scenarios
14th	Climate change (II): Measures	Mitigation, adaptation

Prerequisites and registration requirements
Students with limited knowledge on environmental science are also welcomed. While the course will discuss scientific aspects of environmental issues as well, discussion on detailed chemical reactions and equations will be minimized and thus basic knowledge on science is sufficient.
Preparation for the course
Students are required to complete reading assignments prior to classes.
Textbooks
Materials will be given at the class.
Suggested readings
To be instructed at the class.
Grading policy
Participation in discussion (50%) Term paper (50%)
Other
None.



Name of Subject		Name of Professor
Environmental Assessment		Masami Tsuji
Course description and Attainment target		
<p>In order to promote economic development and ensure capacity to manage increasing population, infrastructure development such as roads, power plants, water supply and sanitation facilities is indispensable. For preparation, implementation, and operation of such development projects in a sustainable manner with respect to environmental and social aspects, it is required to establish and enforce a proper environmental assessment (EA) system. Major elements of EA system are to survey current conditions, consider alternatives, analyze and predict project impacts, assess the predicted impacts, design mitigation measures, and establish a management plan. During these processes, it is important to organize public consultations, and prepare a grievance redress mechanism to listen to voices of the affected people and respond to them timely and appropriately. In this regard, many countries established laws for EA, and international financing institutions (IFIs) established policies for environmental and social safeguards including EA.</p> <p>While most of the infrastructure projects are implemented and operated without causing major adverse environmental impacts, there are cases that caused environmental problems. Some of those are originated from lack of proper EA requirements. Some others are from insufficient enforcement of the system. For students, it is expected to learn how such problems are prevented, and how sustainable development is ensured through appropriate EA system and its enforcement.</p> <p>This course will discuss: (i) brief history of EA system in international community and countries, (ii) major environmental and social aspects that should be covered by EA, (iii) important procedures to carry out EA, (iv) characteristics of EA laws in various countries and of safeguard policies in IFIs, (v) case studies on application of EA, and (vi) future actions to improve EA system and its enforcement.</p> <p>The course is designed for those students who have basic knowledge on policy making. By taking this course, students are expected to: (i) Obtain basic knowledge required for EA preparation and review in both procedure and substance, (ii) Understand how to review EA documents, and eventually (iii) Promote sustainable development through implementation and operation of various kinds of infrastructure projects with the process of EA.</p>		
Course content		
Week	Theme	Contents
1st	Introduction and overview	History, basic concepts, and policy principles of EA
2nd	Major environmental and social aspects (I)	Physical and chemical elements
3rd	Major environmental and social aspects (II)	Natural environment
4th	Major environmental and social aspects (III)	Social aspects
5th	Procedures (I)	Screening, scoping, survey, prediction, alternatives analysis, evaluation, management and monitoring plan
6th	Procedures (II)	Public consultations, information disclosure, grievance redress mechanism
7th	Group discussion	To be decided based in consultation with students

8th	Laws, policies, guidelines	EA laws in countries, safeguard policies in IFIs
9th	Cases of EA application (I)	Energy sector
10th	Cases of EA application (II)	Transport sector
11th	Cases of EA application (III)	Urban sector and water sector
12th	Accountability mechanism	Problem solving function, compliance review function
13th	New trends and changes	Improvement in EA system in countries and IFIs
14th	Group discussion	For better system and enforcement
Prerequisites and registration requirements		
Active participation in the classes is expected.		
Preparation for the course		
Students are required to complete reading assignments prior to classes.		
Textbooks		
Materials will be given at the class.		
Suggested readings		
World Bank (2017): The Environmental and Social Framework World Bank (2017): Emerging Lessons Series No.3 – Environmental Assessment		
Grading policy		
Participation in discussion (50%) Term paper (50%)		
Other		
None.		

Name of Subject		Name of Professor
Comparative and International Education		Akiko Hayashi
Course description and Attainment target		
<p>This course will cover issues of globalization and localization in education, cultural factors in education, and development and education (e.g. expanding education in developing countries, rural girls' education in China, etc.). This class also focuses on conceptual and methodological issues in comparative education.</p>		
Course content		
1	Introduction of the course	
2	Theoretical Approaches to Conducting Comparative Studies 1	
3	Theoretical Approaches 2	
4	Methodological Approaches to Conducting Comparative Studies 1	
5	Methodological Approaches 2	
6	Globalization and Localization 1	
7	Globalization and Localization 2	
8	Area Specific 1 East Asia (China)	
9	Area Specific 2 Africa	
10	Area Specific 3 South America	
11	Area Specific 4 South Asia	
12	Students' Presentation	
13	Students' Presentation	
14	Closing	
Prerequisites and registration requirements		
<p>Course requirements include readings, comment cards, final report, and student presentations. Active participation in classes and proper citation in papers are required.</p>		
Preparation for the course		
<p>Students are expected to read assigned reading each week and be prepared for discussion. Before or after the class, students will write comments based on their understanding of each topic/theme/class.</p>		
Textbooks		
To be announced in the class.		

### Suggested readings

Collins, R. (2000). Comparative and Historical Patterns of Education. In M. T. Hallinan (Ed.), *Handbook of the Sociology of Education* (pp.213-239). New York: Kluwer Academic/Plenum Publishers.

Manzon, M. (2018). Comparative education histories: a postscript. *Comparative Education*, 1-14.

Phillips, D. C., & Schweisfurth, M. (2014). *Comparative and International Education: An Introduction to Theory, Method and Practice* (2nd ed.). London: Continuum.

Sharpes, D. (Ed.) (2016). *Handbook on Comparative and International Studies in Education*. Information Age Publishing.

### Grading policy

Class Participation 40%

Comment Card 20%

Final Report 20%

Final Presentation 20%

### Other

Name of Subject		Name of Professor
Japanese Education in Comparative Perspective		Akiko Hayashi
Course description and Attainment target		
<p>Japanese schoolchildren have traditionally, since the 1980's, placed high among advanced nations in international tests of math and science. However, more recently, as Japan has gone through a series of educational reforms that have shifted the curriculum back and forth between more academic and more relaxed approaches, achievement scores have been more mixed. We will read and analyze research on aspects of Japanese education including particularly grouping and tracking practices, mentoring, and lesson study research. We will read sociological, anthropological, and comparative perspectives studies of educational reforms in Japan, as seen from both Western and Japanese educational researchers.</p>		
Course content		
1	Introduction of the course	
2	Cultural values in Japanese education	
3	Students' sense of belonging	
4	Characteristics of preschool and early childhood	
5	Hoikuen vs. Yochien	
6	Birthrate	
7	Socialization	
8	Characteristics of primary school	
9	Characteristics of secondary school	
10	Teacher professional development	
11	Testing	
12	Students' Presentation	
13	Students' Presentation	
14	Closing	
Prerequisites and registration requirements		
<p>Course requirements include readings, comment cards, final report, and student presentations. Active participation in classes and proper citation in papers are required.</p>		
Preparation for the course		
<p>Students are expected to read the assigned readings and be prepared for class discussion. Before or after the class, students will write comments based on their understanding of each topic/theme/class.</p>		
Textbooks		
<p>To be announced in the class.</p>		

### Suggested readings

Bjork Christopher (2016). *High Stakes Schooling: What We Can Learn From Japan's Experiences with Testing, Accountability, and Education Reform*. Chicago: University of Chicago Press.

Catherine Lewis (1995). *Educating Hearts and Minds: Reflections on Japanese Preschool and Elementary Education*. Cambridge University Press.

Gerald Letendre (2000). *Learning to be Adolescent: Growing Up in U.S. and Japanese Middle Schools*. Yale University Press.

Hayashi, Akiko., and Tobin, Joseph (2015). *Teaching Embodied: Cultural Practice in Japanese Preschools*. Chicago: University of Chicago Press.

Tobin, Joseph J., Yeh Hsueh, Mayumi Karasawa (2009). *Preschool in three cultures revisited: China, Japan, and the United States*. Chicago: University of Chicago Press.

### Grading policy

Class Participation 40%

Comment Card 20%

Final Report 20%

Final Presentation 20%

### Other

Name of Subject	Name of Professor
<b>Japanese Foreign and Development Policy</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>〈Sub-title〉 Japan in World Development: Nationalism, Regionalism and Globalism.</p> <p>Course Outline and Attainment Target</p> <p>This course aims at deepening the understanding of thematic perspectives on Japanese foreign policy, and the means of conduct for the diplomatic actors. This course is composed of two parts: the introduction to the theory and practices; and the analysis of the specific cases of international affairs.</p> <p>Course Objective</p> <p>To help students get familiar with the general understanding of the topics regarding Japanese roles in the broad topics of world development and regional security issues. Not only its past trends and achievements but also the present tasks, future roles and potential partnership (U.S., China, EU, Russia, India, South Korea and ASEAN) with Japan are to be examined. (Here, development refers to the broad concept of social changes, or narrowly speaking, the task of solving the “North-South” problems.)</p>	
<b>Course content</b>	
<p>Course Description</p> <p>Japan has neither committed to sheer “developmentalism” nor very rigorous sense of Western-type “democracy”. Japan has granted outstanding quantitative contributions of ODA (Official Development Assistance), while it has recently faced a severe budget cut. PKO (Peace Keeping Operation), which Japan has been major donor country, is a politically delicate issue related to the Japanese Constitution. In 2015, the government resolved the security bills through the Diet, despite public opposition. The rights of collective defence has been the hot issue under Abe administration whose ambition finally revealed the interest of amending the Article 9 of the constitution. Regarding the trade regime issues, Japan has promoted multilateralism of WTO, while a recent move into the discussion of entering the TPP made Japan’s position sensitive.</p> <p>While Japan tried to pull out of Asia and involved in the wrong expansionism, and got bitter lessons from the World War II, Japan has not yet fully engaged in the formation of an East Asian Community. Security issues in East Asia are so diverse and they include issues on the Korean Peninsula, China-Taiwan relations, US-China relations and Okinawa and Senkaku. This course attempts to gain the understanding of these issues from a broad perspective of development.</p> <p>Course Schedule (tentative)</p> <p>Class 1 : Introduction - explaining the objectives, course management, textbook</p> <p>Class 2 : Japan’s response to contemporary East Asian security challenges</p> <p>Class 3 : Japan: balancing between an hegemony and a would-be hegemon</p> <p>Class 4 : Shifting incentives for political leadership</p> <p>Class 5 : Foreign aid as a tool for peacebuilding</p> <p>Class 6 : Peace Diplomacy by ODA (Official Development Assistance)</p> <p>Class 7 : The changing political economy of defense production</p> <p>Class 8 : China, Japan and East Asian regional cooperation</p> <p>Class 9 : Foundations of Japan’s postwar pacifism</p> <p>Class 10 : Japan’s peace building diplomacy in Asia</p> <p>Class 11 : Abenomics and Abegeopolitics</p> <p>Class 12 : Japan’s relations with ASEAN</p>	

<p>Class 13 : Speculating on Asian Security, 2013-2033.  Class 14 : Japan's new engagement with the world  Course contents can be changed upon the requests and needs of the students at the beginning of the class.</p>
<b>Prerequisites and registration requirements</b>
<p>Students are expected to read the textbook before the class and actively participate in the class discussions. The course contents and class style may be changed due to the number of students and the progress of the course.</p>
<b>Preparation for the course</b>
<p>As mentioned in the prerequisites.</p>
<b>Textbooks</b>
<ol style="list-style-type: none"> <li>1. Marie Soderberg and Patricia A. Nelson (eds.) Japan's Politics and Economy, Routledge: London and New York, 2010.</li> <li>2. Christopher B. Roberts (eds.) ASEAN Regionalism - Cooperation, values and institutionalization, Routledge, 2012.</li> <li>3. Takashi Inoguchi A call for a new Japanese foreign policy: the dilemmas of a stakeholder state, International Affairs 90: 4, 2014.</li> </ol> <p>and several other articles.</p>
<b>Suggested readings</b>
<p>In the class, lecturer will refer to suggested readings.</p>
<b>Grading policy</b>
<p>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 (40%); reporting on the articles (50%); and memos (10%). Reporting may be evaluated based on the understanding of basic analytical perspectives and analysis of specific cases.</p>
<b>Other</b>



Name of Subject	Name of Professor
<b>Political Economy of Development</b>	Yumi Horikane
Course description and Attainment target	
<p>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 economy perspective. It is an introduction to the studies of comparative political economy of development with a focus on the role of the state.</p>	
Course content	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Development in the post-war international politics and economy</li> <li>3. "Political economy" approach</li> <li>4. Role of the state vs. market in development (1)</li> <li>5. Role of the state vs. market in development (2)</li> <li>6. State capacity and development (1)</li> <li>7. State capacity and development (2)</li> <li>8. State capacity and development (3)</li> <li>9. Effectiveness of the state</li> <li>10. Discussions on the industrial policy</li> <li>11. State building (1)</li> <li>12. State building (2)</li> <li>13. State building (3)</li> <li>14. Paper presentations by the students and wrapping up</li> </ol>	
Prerequisites and registration requirements	
<p>The class will be operated in a very participatory manner. Your active participation will be highly expected.</p> <p>In addition, each student will be required to write an essay on a related theme and present it to the class toward the end of the course.</p>	
Preparation for the course	
<p>Rather than merely attending and listening to the lecture, students are expected to read the papers, chapters or articles on the reading list in advance every time, and participate in the discussion in the class</p>	
Textbooks	
<p>A reading list will be provided on the first day from which the text books and/or articles will be chosen depending on the interests of the participants.</p>	
Suggested readings	
<p>A reading list will be provided on the first day.</p>	

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

Name of Subject	Name of Professor
<b>Theories and Experience of the Developmental State</b>	Yumi Horikane
<b>Course description and Attainment target</b>	
<p>This is a course on the political economy of development with a focus on the concept of the developmental state. Following the discussion on the basic concept and the original model, this course looks at the political economy of East Asian development in comparative historical perspective. After working on East Asian cases, we would move onto authoritarian regimes in other regions, and would also deal with other issues such as democratic transition and state capacity.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The developmental state: the concept</li> <li>3. The developmental state: the keys</li> <li>4. The original model: Japan and the MITI</li> <li>5. The East Asian developmental state (1) South Korea as Asia's Next Giant</li> <li>6. The East Asian developmental state (2) Taiwan: Governing the Market?</li> <li>7. The developmental state in comparative perspective (1)</li> <li>8. The developmental state in comparative perspective (2)</li> <li>9. State capacity and development</li> <li>10. Corruption and development</li> <li>11. Authoritarianism and democratic transition</li> <li>12. Competitive authoritarianism</li> <li>13. Case presentations by the students</li> <li>14. Wrapping up</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>The class will be operated in a very participatory manner. Your active participation will be highly expected.</p> <p>In addition, each student will be required to write an essay on a related theme and present it to the class toward the end of the course.</p>	
<b>Preparation for the course</b>	
<p>Rather than merely attending and listening to the lecture, students are expected to read the papers, chapters or articles on the reading list in advance every week and participate in the discussion in the class.</p>	
<b>Textbooks</b>	
<p>A reading list will be provided on the first day, from which the text books and/or articles will be chosen depending on the interests of the participants.</p>	
<b>Suggested readings</b>	
<p>A list will be provided on the first day.</p>	

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

Name of Subject		Name of Professor
International Economics and Finance		Ryoichi Okuzumi
Course description and Attainment target		
<p>The purposes of this course are as follows</p> <ul style="list-style-type: none"> <li>• to acquire basic knowledge of International Finance Structure in a practical manner</li> <li>• to learn recent historical aspects of Financial Markets and world economy</li> <li>• to learn various factors that may affect International Finance and economy</li> <li>• to be able to forecast International Financial situation and movements</li> </ul>		
Course content		
Week	Theme	Contents
1st	Orientation	Introduction of course
2nd	Function of International Finance	Structure of the Foreign Exchange Market
3rd	History of Financial Markets in recent decades	History of Japanese Market
4th		History of World Market
5th		History of Asian Market
6th	role of Central Bank	Monetary Policy, Balance of International Payments
7th	International Organizations	role of IMF, World Bank, etc
8th	Country Risk	Country Risk Analysis
9th	International Finance Markets	Share, Bonds, Money market
10th	Financial Technology	Derivatives (future, option, swap, etc)
11th	Economic Trend	Leading and lagging economic indicators
12th	Globalization and world economy	Current crucial issue of the world
13th	Presentation	each student presents about own country
14th	Wrap Up	Look into the Future
Prerequisites and registration requirements		
Students are expected to present about financial markets of their own countries, also expected to speak and discuss at the class		
Preparation for the course		
Textbooks		
Copies of text will be distributed in the class		
Suggested readings		

Grading policy
Preseation 30% Observation Paper 20% Discussin 50%
Other

Name of Subject		Name of Professor
Private Sector Development		Takuji Kameyama
Course description and Attainment target		
<p>In the era of globalization, international community has been reaching a broad consensus that Private Investment can be a major driving force for economic growth and poverty alleviation. Indeed Private Investment in particular Foreign Direct Investment (FDI) can bring capital, enhance international trade and transfer higher technology as well as generate employment. In this regard, these days most countries are competing each other to attract more FDI. Therefore, <u>the critical challenge is how to attract more valuable investment by improving Investment Climate, the policy and business environment that fosters entrepreneurship and private sector development.</u></p> <p><u>The objective of this course is to explore the practical approaches to improve Investment Climate to stimulate private sector activities by discussing theories and practices through various articles and case materials in both developed and developing countries.</u> However, the course will focus more on developing countries' cases that badly need capital and technology.</p> <p>This course is divided into three parts. The first introductory part will discuss the critical factors and policy measures to attract investment, particularly FDI. The second part will examine key 10 issues on investment climate such as infrastructure, business formalization, international trade, financial access and flexible labour market. Finally, students will make presentation to analyze one of the issues covered by the course for particular country (ies) and make recommendations with a view to improving Investment Climate and promote investment in the country (ies) concerned.</p>		
Course content		
Week	Theme	Contents
<The 1st Class>	Course Overview : Why private sector development?	In this first class, students will be introduced course overview.
<The 2nd Class>	FDI Theory	<ul style="list-style-type: none"> <li>• Why FDI matters?</li> <li>• Why firms invest abroad?</li> </ul>
<The 3rd Class>	Investment Promotion	<ul style="list-style-type: none"> <li>• How Investment Promotion Agencies do work?</li> </ul>
<The 4th Class>	Key Issue (1) : Business Formalization	<ul style="list-style-type: none"> <li>• Business license cost</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
<The 5th Class>	Key Issue (2) : Labour	<ul style="list-style-type: none"> <li>• Important issues for labour</li> <li>• Case Study</li> </ul>
<The 6th Class>	Key Issue (3) : Trade and Logistics	<ul style="list-style-type: none"> <li>• Cross border transaction/logistic cost</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
<The 7th Class>	Key Issue (4) : Financial Access	<ul style="list-style-type: none"> <li>• Financial access cost</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
<The 8th Class>	Key Issue (5) : SEZ	<ul style="list-style-type: none"> <li>• Land acquisition and registration</li> <li>• Industrial Parks and Special Economic Zone (SEZ)</li> <li>• Case Study</li> </ul>

〈The 9th Class〉	Key Issue (6) : PPP	<ul style="list-style-type: none"> <li>• Key infrastructure development</li> <li>• Concept of Public Private Partnership (PPP)</li> <li>• Case Study</li> </ul>
〈The 10th Class〉	Key Issue (8) : Taxation	<ul style="list-style-type: none"> <li>• Paying tax</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
〈The 11th Class〉	Key Issue (9) : Sustainable Tourism	<ul style="list-style-type: none"> <li>• Why tourism?</li> <li>• How to promote Sustainable Tourism</li> <li>• Case Study</li> </ul>
〈The 12th Class〉	Key Issue (10) : Regulatory Reform	<ul style="list-style-type: none"> <li>• Why regulatory reform is needed?</li> <li>• Regulatory Impact Assessment (RIA)</li> <li>• Best practices for regulatory reform</li> </ul>
〈The 13th Class〉	Case Study : Examples of Private Sector Development Projects by Japan International Cooperation Agency (JICA)	In this class, some of JICA's technical cooperation project in Private Sector Development will be introduced and discussed.
〈The 14th Class〉	Presentation	On completing this course, students will make presentation of specific country (ies)'s case to promote private sector development by improving investment climate. Students can focus any of the issues in this course and discuss the strategy and methodology how to practically solve the problems.

#### Prerequisites and registration requirements

Class Participation and Class Preparation

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

#### Preparation for the course

Students are requested to read cases and make critical summaries in accordance with the instruction of the lecturer.

#### Textbooks

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

OECD, *Policy Framework for Investment*, 2017 Edition

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

World Bank, *Doing Business 2018*

Further reading will be announced.

#### Grading policy

Class Participation : 50%

Presentation : 50%

#### Other



Name of Subject		Name of Professor
<b>Business, Policy and Environment</b>		Kousuke Ninomiya
Course description and Attainment target		
<p>Sustainable development is a common interest for classes, Economic System and Environment and Business, Policy and Environment.</p> <p>To understand what sustainable development is and how it works, we will study on the followings in this class.</p> <ol style="list-style-type: none"> <li>1. Focus on some active ongoing topics regarding business and policy such as industrial ecology, energy and resource issues or global governance.</li> <li>2. Focusing on international cooperation, we will look into environmental and social consideration process of Japanese ODA.</li> <li>3. Study the significant features of Japanese local development and environmental degradation and impact assessment policy during its high-growth period.</li> <li>4. Have a field-trip regarding Japanese environmental policy.</li> </ol> <p>This is the 3 days intensive class. Detail about final presentation will be announced around the beginning of the semester.</p>		
Course content		
1st	INTRODUCTION	Overview the whole contents and make sure the schedule of the class.
2nd	BUSINESS AND ENVIRONMENT	Focus on business sector which is easy to bring about negative impact to the environment and study what is environmental management system. Cover Ch.17.
3rd	INDUSTRIAL ECOLOGY	As one of the most crucial environmental issues in business sector, we focus on environmental standards and waste management system covering 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	Introduce institutional feature of environmental assessment in Japan and discuss development and protection of natural environment.
6th	ENERGY AND RESOURCE ISSUE	Reading the essence of Ch.15 & 16 follow recent trend of natural energy and resource use and discuss its pros and cons.
7th	INTERNATIONAL ENVIRONMENTAL POLICY	Study basic structure and discussion points of framework of climate change, bio diversity and ozone layer protection covering Ch. 19, 20, 21 & 22. A guest speaker will be invited.
8th	INTERNATIONAL GOVERNANCE AND ENVIRONMENT	What is governance? Why it is so important for sustainable development? Introduce some recent theoretical framework.

9th	ODA AND ENVIRONMENTAL CONSIDERATION 1	Covering Ch.23 introduce the basic idea of JICA's "Environmental and Social Consideration Guidelines" and understand the feature of its process.
10th	ODA AND ENVIRONMENTAL CONSIDERATION 2	Study the environmental and social consideration process in reality providing some typical case study and discuss pros and cons ODA's environmental protection.
11th	ROLE OF NGOS FOR ENVIRONMENT	To understand environmental governance non-government sector plays one of key rolls.
12th	FINAL PRESENTATION BY STUDENTS (1) --detail will be announced at the 1st week class.	
13th	FINAL PRESENTATION BY STUDENTS (2) --detail will be announced at the 1st week class.	
14th	RESERVED FOR PRESENTATIONS	
<b>Prerequisites and registration requirements</b>		
Students should read the relevant chapter of the textbook prior to the class. Active participation is welcome.		
<b>Preparation for the course</b>		
Photo copies of the reading assignments will be provided a week before each class.		
<b>Textbooks</b>		
R. Kerry Turner, David Pearce & Ian Bateman, Environmental Economics: An Elementary Introduction, The Johns Hopkins University Press		
<b>Suggested readings</b>		
TBA		
<b>Grading policy</b>		
Final Presentation (paper based references have to be submitted) : 50% Attitude : 50%		
<b>Other</b>		

Name of Subject	Name of Professor
<b>Social Research Method</b>	Aki Yonehara
<b>Course description and Attainment target</b>	
<p>Course Summary:</p> <p>When finding a research question, how can we approach to it? How can we make it a "scientific" and "academic" research? This course provides you with the general understanding of social research in academics. Social research method depends on two major types of data: qualitative and quantitative data; in other words, appropriate methods should be selected by the data to be analyzed. Therefore, it is critically important for researchers to understand what kind of data to be collected for what kind of research question.</p> <p>This course aims at helping you understand on research methods with some practical exercises, such as comparative reading of qualitative and quantitative literatures, a group project on social survey, and introductory practice of statistical software on a computer. This course is conducted by the PBL (Project Based Learning). Therefore, your active participation and contribution to class activities are highly expected.</p> <p>Course Objectives:</p> <ul style="list-style-type: none"> <li>* To learn general and theoretical framework of social research.</li> <li>* To develop the skill to create survey instruments (e.g. questionnaire, interview sheet).</li> <li>* To develop the skill to analyze qualitative/quantitative data.</li> <li>* To develop the skill to apply social research methods to your own research in future.</li> <li>* To develop the skill of team work for social research.</li> </ul>	
<b>Course content</b>	
<p>Course Contents and Schedule:</p> <ol style="list-style-type: none"> <li>1. Introduction of the course: What is "research"?</li> <li>2. Before starting social research: Literature review &amp; citation style</li> <li>3. Theory of social research: What is "social research"?</li> <li>4. Construction of research question and hypothesis: Social research for what?</li> <li>5. Process of social research: How does "social research" go?</li> <li>6. Conceptual framework and research design: How to specify your research?</li> <li>7. Qualitative analysis: What is qualitative analysis?</li> <li>8. Qualitative analysis: How to conduct qualitative analysis?</li> <li>9. Data collection and questionnaire development: How to launch your research?</li> <li>10. Survey process: How to implement survey?</li> <li>11. Discussion on a "good" questionnaire: How to collect quality data?</li> <li>12. How to use SPSS: Introduction</li> <li>13. Final presentation (1)</li> <li>14. Final presentation (2)</li> </ol> <p>* The schedule is subject to change.</p>	
<b>Prerequisites and registration requirements</b>	
<ul style="list-style-type: none"> <li>* This course is recommended for the first-semester students.</li> <li>* Active participation is highly expected.</li> <li>* Confirm your personal access to University PC and internet.</li> </ul>	

Preparation for the course
* The group project largely depends on your out-class work. Autonomous preparation for the group project is required.
Textbooks
To be announced in class.
Suggested readings
<p>Brady, H. E., &amp; Collier, D. (2004). Rethinking social inquiry: Diverse tools, shared standards. Rowman &amp; Littlefield.</p> <p>Bryman, A. (2012). Social research methods (4th ed.). NY: Oxford University Press.</p> <p>Creswell, J. W., &amp; Clark, V. L. P. (2007). Designing and conducting mixed methods research. CA: Sage publications.</p> <p>Gay, L. R., &amp; Mills, G. (2011). Educational research: Competencies for analysis and applications. Cambridge: Pearson Publishing.</p> <p>King, G., Keohane, R. O., &amp; Verba, S. (1994). Designing social inquiry: Scientific inference in qualitative research. Princeton University Press.</p> <p>Kirk, R. E. (2007). Statistics: An introduction (5th ed.). CA: Wadsworth Publishing Company.</p> <p>Punch, K. F. (2006). Introduction to social research: Quantitative and qualitative approaches. CA: Sage Publications.</p> <p>Winkle-Wagner, R., Hunter, C. A., &amp; Ortloff, D. H. (Eds.). (2009). Bridging the gap between theory and practice in educational research: Methods at the margins. NY: Palgrave Macmillan.</p> <p>Yin, R. K. (2009). Case study research: Design and methods. CA: Sage Publications.</p>
Grading policy
<p>Class participation: 20%</p> <p>Group presentations: 50% (25+25)</p> <p>Final presentation: 30%</p>
Other

Name of Subject	Name of Professor
<b>Introductory Statistics for Social Research</b>	Aki Yonehara
<b>Course description and Attainment target</b>	
<p>Course Summary:</p> <p>For those who got more interested in a quantitative approach after taking "Social Research Method" or equivalent, this course will offer the lectures and exercises focused on quantitative methods. In this quantitative-focused course, you will start with introductory statistics, learn some statistical methods, and practice the data analyses with using statistical applications of MS Excel and SPSS. If you have your own data for Master's thesis or any other academic paper, it will be welcomed to bring into the class. If not, you will have a chance to create your own database from the secondary data during class exercise. Through the PBL (Project Based Learning), you will learn the basic concepts of statistics and the practical applications of social statistics.</p> <p>Course Objectives:</p> <ul style="list-style-type: none"> <li>* To gain the knowledge of introductory statistics.</li> <li>* To learn quantitative analyses methods.</li> <li>* To experience the general process of quantitative analyses.</li> <li>* To learn how to use MS Excel and SPSS for data analyses.</li> </ul>	
<b>Course content</b>	
<p>Course Contents and Schedule:</p> <ol style="list-style-type: none"> <li>1. Misunderstandings of statistics</li> <li>2. Introductory statistics (1): Basic concepts, frequency, and distributions</li> <li>3. Introductory statistics (2): Central tendency and dispersion measures</li> <li>4. Database construction by EXCEL</li> <li>5. Introduction of SPSS</li> <li>6. Quantitative method &amp; related readings (1): Alpha-test and t-test</li> <li>7. Quantitative method &amp; related readings (2): Correlation</li> <li>8. Quantitative method &amp; related readings (3): Regression</li> <li>9. Quantitative method &amp; related readings (4): Day of practice</li> <li>10. Application (1): Case introduction and alpha test</li> <li>11. Application (2): Correlation and t-test</li> <li>12. Application (3): Quantitative approach for project evaluation</li> <li>13. Final presentation (1)</li> <li>14. Final presentation (2)</li> </ol> <p>* The schedule is subject to change.</p>	
<b>Prerequisites and registration requirements</b>	
<ul style="list-style-type: none"> <li>* Desirable to complete "Social Research Method" or equivalent before taking this course.</li> <li>* Strongly recommend to review high-school level mathematics before the course starts.</li> <li>* Confirm your personal access to University PC and internet.</li> </ul>	
<b>Preparation for the course</b>	
<ul style="list-style-type: none"> <li>* The group project largely depends on your out-class work. Autonomous preparation for the group project is required.</li> </ul>	

Textbooks
To be announced in class.
Suggested readings
<p>Abelson, R. P. (1995). <i>Statistics as principled argument</i>. Lawrence Erlbaum Associates.</p> <p>Grimm, L., &amp; Yarnold, P. (2004). <i>Reading and understanding multivariate statistics</i>. American Psychological Association.</p> <p>Grimm, L., &amp; Yarnold, P. (2004). <i>Reading and understanding more multivariate statistics</i>. American Psychological Association.</p> <p>Kirk, R. E. (2007). <i>Statistics</i>. CA: Wadsworth Publishing Company.</p> <p>Tabachnick, B., &amp; Fidell, L. (2012). <i>Using multivariate statistics</i>. NJ: Prentice Hall.</p> <p>Yonehara, A. (2009). Quantitative approaches as a bridge from the invisible to the visible: The case of basic education policy in a disadvantaged nation. In R. Winkle-Wagner, C. A. Hunter &amp; D. H. Ortloff (Eds.), <i>Bridging the gap between theory and practice in educational research: Methods at the margins</i>. Palgrave Macmillan.</p>
Grading policy
<p>Class participation: 30%</p> <p>Reading presentation: 30%</p> <p>Final presentation: 40%</p>
Other

Name of Subject		Name of Professor
Qualitative Research Methods		Akiko Hayashi
Course description and Attainment target		
<p>This course aims to develop students' knowledge of qualitative research methods and their ability to apply these methods to conduct a masters thesis research project. The course covers various approaches and methods of qualitative research including interviewing, observation, ethnography, narrative inquiry, textual interpretation, and content analysis.</p> <p>Because most of the students in the class will be preparing to write a masters thesis, attention in each class session will be given to hands-on activities that will give students the opportunity to experience how each method works and to get a sense of which of these methods would be the best fit for their research question.</p>		
Course content		
Week	Theme	Contents
1st	Introduction of the course	What is qualitative research? Qualitative research paradigms; Relationship of qualitative to quantitative approaches: Qualitative vs. Quantitative Qualitative or Quantitative Qualitative and Quantitative
2nd	Interviewing 1	Interview formats
3rd	Interviewing 2	Interview structure Cued-responses formats
4th	Observation 1	Types of observation: Participant observation Naturalistic observation Time sampling Event sampling
5th	Observation 2	Subjectivity and Objectivity
6th	Ethnography 1	What makes an Ethnography Ethnographic?
7th	Ethnography 2	Video/Visual ethnography Educational ethnography Classroom ethnography Multi-context/Multi-sited ethnography
8th	Narrative Inquiry	Qualitative research writing as story telling
9th	Case Study	What is a case?
10th	Content analysis	Coding; Grounded Theory; Triangulation Descriptive vs. interpretive approaches
11th	Textual Interpretation	Interpreting document, interviews transcripts, and other texts
12th	Students' Presentations	Presentation on mini-research project (final paper) conducted by students

13th	Students' Presentations	Presentation on mini-research project (final paper) conducted by students
14th	Closing	Course wrap-up
Prerequisites and registration requirements		
The final paper requires students to conduct a qualitative mini-research project by using the qualitative research methods we covered in the class.		
Preparation for the course		
This course is designed for students to come to understand qualitative methods through collaborative, collective experience. I therefore expect and value preparation to participate in the class discussions and hands-on activities.		
Textbooks		
To be announced in the class.		
Suggested readings		
To be announced in the class.		
Grading policy		
Class Participation (50%) Research project paper (30%) Class Presentation (20%)		
Other		



Name of Subject		Name of Professor
Masters Thesis Development		Akiko Hayashi
Course description and Attainment target		
<p>The central focus of this class is working collaboratively to develop each student's masters thesis. The format of the class is a writing seminar. Each week, in addition to giving each other feedback on drafts of some parts of masters thesis, we will read and discuss examples of research and attempts by scholars to define what makes for an effective masters thesis.</p>		
Course content		
Week	Theme	Contents
1st	Introduction of the course	
2nd	What is a masters thesis	What is your research interest?
3rd	Structure of the masters thesis	Explore masters theses written in Governance Studies
4th	Section One	Introduction: topic and research question
5th	Section One	Introduction Writing
6th	Section Two	How to choose an appropriate research method
7th	Section Two	Method Writing
8th	Section Three	Choosing a conceptual framework
9th	Section Three	Conceptual Framework Writing
10th	Section Four	How to do a literature review
11th	Section Four	Literature Review Writing
12th	Students' Presentation	Introduction, Method, Conceptual framework, Literature review writing
13th	Students' Presentation	Introduction, Method, Conceptual framework, Literature review writing
14th	Closing	Course wrap-up
Prerequisites and registration requirements		
This class is recommended for the first-year students.		
Preparation for the course		
Students are required to read assigned readings before the class.		
Textbooks		
To be announced in the class.		
Suggested readings		
To be announced in the class.		
Grading policy		
Class Participation (50%) Final paper (30%) Class Presentation (20%)		
Other		

Name of Subject		Name of Professor
Analysis and Writing in Qualitative Research		Akiko Hayashi
Course description and Attainment target		
<p>This course is about the analysis and interpretation of qualitative research data such as transcripts from interviews, public documents, and other texts. We will read theory and method pieces from the humanities and the social/political sciences. We will use theory and method to make sense of things people say to us when we interview them as well as in other contexts. This course deals not only with how to analyze qualitative research data but also with how to write your masters thesis.</p>		
Course content		
Week	Theme	Contents
1st	Introduction of the course	
2nd	Reviewing your masters thesis	Research Question and Method
3rd	Approaching your data	Getting to know your data
4th	Interpretive Strategies 1	Interpretive Tools
5th	Interpretive Strategies 2	Exercise: Students' transcript
6th	Coding 1	The logic behind coding; using coding software
7th	Coding 2	Exercise: Coding students' transcripts
8th	Analysis Section Writing 1	In-class writing workshop
9th	Analysis Section Writing 2	In-class writing workshop
10th	Theories	Theories from the humanities, social sciences, etc.
11th	Interpretation Section Writing	In-class writing workshop
12th	Students' Presentation	The Analysis and Interpretation section of your masters thesis
13th	Students' Presentation	The Analysis and Interpretation section of your masters thesis
14th	Closing	Course wrap-up
Prerequisites and registration requirements		
This class is aimed at those students who already have data to analyze to use in their masters thesis.		
Preparation for the course		
<p>Students are required to read assigned readings before the class. Students are required to bring your data for practicing to analyze data.</p>		
Textbooks		
To be announced in the class.		
Suggested readings		
To be announced in the class.		

Grading policy
Class Participation (50%) Final paper (30%) Class Presentation (20%)
Other

Name of Subject		Name of Professor
Elementary Academic English		Evelyn J. Naoumi
Course description and Attainment target		
<p>This course is designed to review basic academic writing skills but also offers advice to students about how to interact effectively in English. The course offers students an opportunity to revisit their academic experiences through short writing assignments which reflect the conventions of academic writing. At the end of the course students must submit an 800 word paper on a topic of their choice, which has adequate support and is correctly cited and referenced.</p>		
Course content		
Week	Theme	Contents
Week One	What is academic writing?	This introduces the features of academic writing that will be covered by the course.
Week Two	The paragraph - the building block of academic writing	Students will analyze the structure of academic sentences and paragraphs.
Week Three	Different types of paragraph	(Description, process, opinion, comparison and contrast)
Week Four	Essay structure	(Elements of introductions, body paragraphs and conclusions)
Week Five	Essay structure	Description and process - Assignment 1
Week Six	Essay structure	The importance of outlines and common errors in English.
Week Seven	Essay structure	Opinion - Assignment 2
Week Eight	Essay structure	(The difference between fact and opinion - describing data)
Week Nine	Essay structure	Comparison and Contrast - Assignment 3
Week Ten	Paraphrasing	In class practice worksheets
Week Eleven	Summarizing	In class practice worksheets
Week Twelve	Citation and reference	In class practice
Week Thirteen	Putting it altogether	(The first draft)
Week Fourteen	Putting it altogether	(Revising the draft)
Prerequisites and registration requirements		
The assignments must be revised and resubmitted.		
Preparation for the course		
Students are expected to prepare for class with the materials assigned by the instructor.		
Textbooks		
All materials will be provided by the instructor.		
Suggested readings		
Reference materials recommended by the instructor are available in the lounge.		

Grading policy
In class participation and worksheets 40%; assignments - 20%; Final paper 20%.
Other

Name of Subject		Name of Professor
Intermediate Academic English (Writing)		Evelyn J. Naoumi
Course description and Attainment target		
<p>This class offers students the opportunity to practice more advanced writing skills necessary for writing up research. By the end of the course students should be able to write a paper which introduces a problem, evaluates objectively alternative solutions and concludes with a recommendation. There will be an emphasis on effective paraphrasing and summarizing skills and the importance of critical thinking.</p>		
Course content		
Week	Theme	Contents
Week One	Review of academic writing basics	(Review of basic academic writing conventions - Assignment 1)
Week Two	Research writing skills	(Effective note-taking and vocabulary acquisition)
Week Three	Avoiding plagiarism	(Quotation, paraphrase and summary)
Week Four	Avoiding plagiarism	(Summary and critical summary - in class assignment)
Week Five	Stance	(Critical Reviews - Assignment 2)
Week Six	Describing problems	(Cause and effect)
Week Seven	Evaluating alternative solutions	(Pros and Cons)
Week Eight	Making a recommendation	(Hedges and boosters - how well is the recommendation supported?)
Week Nine	Using data	(Data description)
Week Ten	Citation and Referencing	(Revisiting citation and referencing)
Week Eleven	Planning a paper	(Narrowing the topic and outlines)
Week Twelve	Support	(Fact vs opinion and taking a stance towards solutions: Submission of first draft)
Week Thirteen	Proof reading and editing	(Common errors in English)
Week Fourteen	Wrap up	
Prerequisites and registration requirements		
<p>Students need to be familiar with the basics of academic writing conventions, including summary, citation and reference as this course assumes a basic grasp of these.</p>		
Preparation for the course		
<p>Students are expected to prepare for class with the materials assigned by the instructor.</p>		
Textbooks		
<p>The instructor will provide all materials.</p>		
Suggested readings		
<p>The instructor will recommend materials available in the lounge.</p>		

Grading policy

In class participation and worksheets - 40%; summary and response and critical review 30%; final paper 30%.

Other

Students are expected to resubmit revisions of assignments.

Name of Subject		Name of Professor
Intermediate Academic English (Communication)		Evelyn J. Naoumi
Course description and Attainment target		
<p>This course develops communication skills in academic settings. Listening and note-taking skills, skills for more effective participation in seminars, and research presentation skills are all problematic areas for students studying specialized content through the medium of English. The materials used in this course offer students the opportunity to develop their skills by engaging with stimulating content and reflecting on their performance.</p>		
Course content		
Week	Theme	Contents
Week One	Introductions	
Week Two	Replicating lectures	(Listening and note-taking skills)
Week Three	Replicating lectures	(Use of visual information)
Week Four	Five-slide presentation	(Focused presentations - Q&A)
Week Five	Language of group interaction	Discussion topic What makes an effective presentation? Student write up
Week Six	Reading for seminars	Exchanging articles - summary skills
Week Seven	Discussion	(Student led discussion and written summary)
Week Eight	Discussion	(Student led discussion and written summary)
Week Nine	Problem Solving	Case Study (In class Group presentation)
Week Ten	Case Study	(In class group presentation)
Week Eleven	Presentation skills workshop	
Week Twelve	Student presentations	
Week Thirteen	Revised presentations	
Week Fourteen	Wrap up	
Prerequisites and registration requirements		
Open for all students.		
Preparation for the course		
Students are expected to prepare for class with the materials assigned by the instructor.		
Textbooks		
All materials will be provided by the instructor.		
Suggested readings		
Reference materials available in the lounge will be recommended by the instructor.		
Grading policy		
Participation and in class presentations 60%; individual assignments 40%.		
Other		



Name of Subject		Name of Professor
<b>Advanced Academic English</b>		Evelyn J. Naoumi
Course description and Attainment target		
Listening to lectures, effective note-taking skills and the ability to summarize and recall lectures have been identified as problematic for student taking English medium courses. This course uses listening materials on a variety of topics as a vehicle for developing these skills. There will also be a focus on developing presentation skills.		
Course content		
Week	Theme	Contents
Week One	Introductions	
Week Two	Lecture	Listening to lectures, note-taking and recall, language for group interaction
Week Three	Lecture	Listening to lectures, note-taking and recall, language for group interaction
Week Four	The 5 slide presentation	Presentation skills - focus and structure
Week Five	The 5 slide presentation	Student presentations
Week Six	The importance of evaluation - what makes a good presentation?	(In class discussion)
Week Seven	Presentation skills - delivery	
Week Eight	Presentation skills - visuals	
Week Nine	Presentation skills - Q& A	
Week Nine	Lecture	In class group presentation
Week Ten	Poster presentations	Advantages and disadvantages
Week Eleven	Watching and evaluating different presentations	(Discussion activity)
Week Twelve	Going it alone	Student presentations and feedback
Week Thirteen	Revised presentations and self-evaluation	
Week Fourteen	Wrap-up	
Prerequisites and registration requirements		
Students with less confidence in their English interactive skills are recommended to take an Intermediate academic English course focusing on communication in academic settings before this course.		
Preparation for the course		
Students are expected to prepare for class by reviewing materials assigned by the instructor.		
Textbooks		
All materials will be provided by the instructor.		

Suggested readings
Grading policy
Participation and preparation - 60%; assignments 30%; self-evaluation 10%.
Other
The course may be tailored to suit student needs.

Name of Subject	Name of Professor
<b>Research Method 1</b>	Takafumi Kanemura
Course description and Attainment target	
<p>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).</p>	
Course content	
<p>This class will be conducted individually on student research plan, interesting study, challenging subject, and so on.</p>	
Prerequisites and registration requirements	
Preparation for the course	
<p>Students are required to make such preparations for each class as directed by the teacher.</p>	
Textbooks	
Suggested readings	
Grading policy	
<p>Class participation (20%)  Presentation for research progress (30%)  Research proposal (50%)</p>	
Other	

Name of Subject	Name of Professor
<b>Research Method 1</b>	Kyoko Ryu
<b>Course description and Attainment target</b>	
<p>This course aims to provide an insight into fundamentals for conducting research.</p> <p>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.</p>	
<b>Course content</b>	
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	
<b>Prerequisites and registration requirements</b>	
<b>Preparation for the course</b>	
Instruct in the class	
<b>Textbooks</b>	
<b>Suggested readings</b>	
<p>G.King, R.O. Keohane and S.Verba, <i>Designing Social Inquiry: Scientific Inference in Quantitative Research</i>, Princeton U.P.1994</p> <p>Evera, S.V., <i>Guide to Methods for Students of Political Science</i>, Cornell University Press, 1997</p> <p>Turabian, K.L., Grossman, J.&amp; Bennett, A., <i>A Manual for Writers of Term Papers, These, and Dissertations</i>. 6th ed., Chicago: University of Chicago Press, 1996</p> <p>Yin. R.K., <i>Case Study Research: Design and Methods</i>. 3rd ed., Sage Publications, 2002</p>	
<b>Grading policy</b>	
Achievement (70%)	
Contribution to the class (30%)	
<b>Other</b>	

Name of Subject	Name of Professor
Research Method 1	Yuriko Minamoto
Course description and Attainment target	
<p>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 and logical development of doing research. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a thesis. The students will start literature reviews of the related topic.</p>	
Course content	
<p>The class is consisted of the following content.</p> <ol style="list-style-type: none"> <li>1. What is research? - elements of a research proposal will be explained such as research question, research methodology, research framework and logical thinking.</li> <li>2. Discussions of research interest/research theme of each student</li> <li>3. Presentation of literature reviews by each student - each student will critically review the related literatures to their own research interest and present in the class.</li> </ol>	
Prerequisites and registration requirements	
N/A	
Preparation for the course	
The students are expected to read the suggested readings or handout materials before the class.	
Textbooks	
Handouts will be distributed.	
Suggested readings	
<p>Evera, S.V., Guide to Methods for Students of Political Science, Cornell University Press, 1997  Turabian, K.L., Grossman, J. &amp; Bennett, A., A Manual for writes of term Papers, Theses, 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.)</p>	
Grading policy	
<p>Contribution to the class discussions (50%)  In-class presentation (50%)</p>	
Other	

Name of Subject	Name of Professor
Research Method 1	Yuichi Sasaoka
Course description and Attainment target	
<p>Course Outline and Attainment Target</p> <p>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 appropriate methodology that outlines how you conduct a research to answer a certain set of research questions, let alone having research objectives and questions. Good frameworks and tools are inevitable to analyze the results from the data.</p> <p>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 qualitative research methods in data collection and analysis. This course is divided into three parts, namely, construction of a research framework, qualitative methods, and methods for students of political science. It will cover setting a linkage between theories and methods, sampling methodologies, questionnaire design, interviewing, observation methods and methods of political science.</p> <p>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.</p>	
Course content	
Course Discription	
I. Introduction (2 weeks)	
II. Setting A Research Framework	
1. introduction	
2. construction of a research framework	
3. logics of social survey methods	
III. Qualitative Research Methods	
1. interviewing methods	
2. observation methods	
3. coding schemes	
4. participatory research methods	
IV. Quantitative Research Methods	
V. Methods of Political Science	
1. Hypotheses, Laws, and Theories	
2. What are Case Studies	
3. What is a political science dissertation	
4. Helpful Hints on Writing a dissertation	
5. Dissertation Proposal	

Prerequisites and registration requirements
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.
Preparation for the course
Positive participation and prior reading are mandatory.
Textbooks
From I to IV, lecture is conducted with power-point (PPT) or hand-out presentations made by the instructor. Tim May's book is a reference.
Suggested readings
Tim May (2001) Social Research: Issues, Methods and Process, U.K. Open UP.
Grading policy
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 (40%), reading assignments (50%) and presentation (10%).
Other

Name of Subject	Name of Professor
<b>Research Method 1</b>	Makoto Nagahata
Course description and Attainment target	
<p>This course is designed for the first year students who will start own research paper preparation. 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.</p>	
Course content	
<p>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.</p>	
Prerequisites and registration requirements	
<p>As the course is held with "workshop" type method, the students are required to take part in the discussions actively.</p>	
Preparation for the course	
<p>The students are requested to prepare for basic concepts of own research (problem statement, objective, research questions, and methodology) for inquiry and discussion in the class.</p>	
Textbooks	
<p>Reading materials will be distributed when necessary.</p>	
Suggested readings	
<p>The relevant documents will be suggested accordingly.</p>	
Grading policy	
<p>Class attendance (30%)  Participation in discussion (30%)  In-class presentation (40%)</p>	
Other	



Name of Subject	Name of Professor
<b>Research Method 1</b>	Hideaki Tanaka
<b>Course description and Attainment target</b>	
<p>This is an introductory course for students who are required to write and submit a master thesis at the end of the second year. The course aims to provide basic skills and knowledge necessary for research of political science and technique to write a research paper. It covers such topic as planning research, rules and ethics of academic research, research design, conceptualization, data and measurement, analysis and quantitative and qualitative methods, case studies.</p> <p>In addition to that, students are expected to write a research proposal which describes an outline of thesis, including objective, theoretical foundation, hypothesis, method of analysis. They are required to go through relevant literatures.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized. In the end, students are expected to acquire research literacy.</p> <p>Subjects for tutorial together with “Research Method 2” are issues which are discussed on the courses of “Public Financial Management” and “Public Finance”. For instance, public sector reform, civil service system, governance, politics and administration, public expenditure management, budget reform, performance budgeting, evaluation, NPM, privatization, PFI/PPP, procurement, outsourcing, public enterprise, accounting, audit, public finance, taxation, intergovernmental fiscal relation, social policy, pension, health care, education are possible topics.</p>	
<b>Course content</b>	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student’s research. In general, week No. 1-5 discuss academic writing skills, week No. 6-10 discuss literature reviews, and week 11-14 discuss research topics of student.</p>	
<b>Prerequisites and registration requirements</b>	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
<b>Preparation for the course</b>	
<p>Students are expected to read a lot of papers which are relevant to their interests.</p>	
<b>Textbooks</b>	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p> <p>John W. Creswell, 2008, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third edition, SAGA Publications</p> <p>Kate L. Turabian et al., 2007, A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, Seventh edition, University of Chicago Press</p>	
<b>Suggested readings</b>	
<p>Readings and references will be provided on an as-needed basis.</p>	

Grading policy
Participation and discussions: 20%, Presentation at class: 30%, Research proposal (preliminary): 50%
Details of assessment will be provided at the beginning of course.
Other

Name of Subject		Name of Professor
Research Method 1		Masahiro Matsuura
Course description and Attainment target		
<p>This is an introductory methods course for the first year students. It orients incoming students with various research methods, particularly qualitative ones, for social science and humanities research. While government organizations and private institutions often conduct their "research" for specific purposes, academic research (particularly Master's and doctoral thesis) is substantially different. Therefore the goal of this course is to develop a basic understanding of academic research, available methods, and existing body of literature. In particular, my course will focus on negotiation, deliberation, public participation, consensus building, and various forms of democracy in policy-processes.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	-Introduction
2nd	Exploring your research subject	-What brought you here? What issues are you interested in? Why do you think are they important?
3rd	Reading academic papers	-Read two well-cited articles for getting acquainted with academic writings. -Share your thoughts in the class with fellow students
4th	Hypothesis and research question	-Turning your interests into a testable hypothesis or a researchable academic question
5th	Case study method	-Various types of case study method for exploring your research question
6th	Qualitative analysis	-Open coding for qualitative analysis
7th	Quantitative analysis	-Brief introduction to multivariate analysis
8th	Academic integrity and ethical review	-What you should NOT do in academic writing and what you should DO in conducting research involving human subjects
9-13th	Literature review and writing	-Start reading chapters and articles that would be useful for upgrading your preliminary research questions.
		-Learn to develop skills for finding and citing appropriate literature for your research.
		-Start writing a preliminary research proposal and ask if there's anything you should do during the break.
14th	Wrap-up	
Prerequisites and registration requirements		
Preparation for the course		
<p>Students are asked to prepare their own research proposals / plans during the course and receive feedbacks from the instructor.</p>		

Textbooks
Suggested readings
Strunk and White, The Elements of Style.; Whyte, Learning from the Field.; Yin, Case Study Research.
Grading policy
Class participation 75%, Preliminary research proposal 25%
Other

Name of Subject	Name of Professor
<b>Research Method 1</b>	Shunsuke Kimura
<b>Course description and Attainment target</b>	
<p>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 prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects : Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
<b>Course content</b>	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
<b>Prerequisites and registration requirements</b>	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
<b>Preparation for the course</b>	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research.</p>	
<b>Textbooks</b>	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p>	
<b>Suggested readings</b>	
<b>Grading policy</b>	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
<b>Other</b>	

Name of Subject		Name of Professor
Research Method 1		Ryuta Kato
Course description and Attainment target		
<p>This course tries to provide students with basic numerical skills and methods at the introductory level, to let students finally complete their thesis successfully. This course is designed for students who want to write their thesis within the economics framework, and in particular the numerical method with statistics and econometrics tools based on the economics framework is introduced in addition to supervision for letting students find their own research topic. Thus, a first half of this course is devoted to lectures of statistics and econometrics. The main concern of this course is to let students prepare for their research paper, which uses data as an evidence based on the scientific approach. The main final goal of this course is to let students get familiar with the numerical method which is getting more and more common in the social science.</p>		
Course content		
Week	Theme	Contents
1st	Analytical methods for data	Basic Statistics
2nd	Analytical methods for data	Basic Statistics
3rd	Analytical methods for data	Basic Statistics
4th	Analytical methods for data	Basic Statistics
5th	Analytical methods for data	Introductory Econometrics
6th	Analytical methods for data	Introductory Econometrics
7th	Analytical methods for data	Introductory Econometrics
8th	Analytical methods for data	Introductory Econometrics
9th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
10th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
11th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
12th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students

13th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
14th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
<b>Prerequisites and registration requirements</b>		
<p>There is no specific prerequisite. However, interest in data analysis with statistics and econometrics and enthusiasm to try to properly use data are highly required. If background in data analysis is relatively weak, strong effort to get familiar with numerical methods is also essential.</p>		
<b>Preparation for the course</b>		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in statistics and econometrics is relatively weak, additional materials will be introduced, which should also be studied before attending the session. The first half of this course is devoted to lectures of the fundamental statistics and econometrics, which will be useful for a numerically sophisticated research paper.</p>		
<b>Textbooks</b>		
<p>No specific textbook is used. Lecture notes will be distributed in each session.</p>		
<b>Suggested readings</b>		
<p>Depending upon the background in statistics and econometrics participating students have, several suggested reading materials will be introduced.</p>		
<b>Grading policy</b>		
<p>Since the first half of this course is devoted to lecturing, the written exam is given for the first half of this course, which counts for 50% of the final grading, and another half counts for students' effort to prepare for their research paper.</p>		
<b>Other</b>		

Name of Subject	Name of Professor
<b>Research Method 1</b>	Junro Nishide
Course description and Attainment target	
<p>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 and logical development of doing research. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a thesis. The students will start literature reviews of the related topic</p>	
Course content	
<p>The class is consisted of the following content.</p> <ol style="list-style-type: none"> <li>1. What is research? - elements of a research proposal will be explained such as research question, research methodology, research framework and logical thinking.</li> <li>2. Discussions of research interest/research theme of each student</li> <li>3. Presentation of literature reviews by each student - each student will critically review the related literatures to their own research interest and present in the class.</li> </ol>	
Prerequisites and registration requirements	
Preparation for the course	
<p>The students are expected to read the text book and handout materials before the class.</p>	
Textbooks	
<p>Evera, S.V., Guide to Methods for Students of Political Science, Cornell University Press, 1997</p>	
Suggested readings	
<p>Turabian, K.L., Grossman, J. &amp; 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.)</p>	
Grading policy	
<p>Participation in class discussions (50%)  In-class presentation (50%)</p>	
Other	



Name of Subject	Name of Professor
Research Method 1	Masami Tsuji
Course description and Attainment target	
<p>This course is designed for those students who will start to prepare a research paper related to environmental issues. It will strengthen skills for finding research theme and getting understanding on technical aspects to prepare a research paper.</p>	
Course content	
<p>The course will be organized basically as seminar-type classes with presentation and discussion, complemented by lecture of the teacher. Consultations with individual students will also be arranged in case it is regarded necessary.</p>	
Prerequisites and registration requirements	
<p>Active participation in the class is required.</p>	
Preparation for the course	
<p>Students are expected to bring basic concept of own research (issues, research questions, possible logical flow of research paper, and own challenges) for discussion at the class.</p>	
Textbooks	
<p>Handouts will be distributed when necessary.</p>	
Suggested readings	
<p>Relevant reading materials will be suggested accordingly.</p>	
Grading policy	
<p>Participation in discussion (50%) In-class presentations (50%)</p>	
Other	
<p>None.</p>	

Name of Subject	Name of Professor
<b>Research Method 2</b>	Takafumi Kanemura
Course description and Attainment target	
<p>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 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.</p>	
Course content	
This class will be continued to focus on research subject and conduct classes as in the previous term.	
Prerequisites and registration requirements	
Preparation for the course	
Students are required to make such preparations for each class as directed by the teacher.	
Textbooks	
Suggested readings	
Grading policy	
Class participation (20%) Presentation for research progress (30%) Research proposal (20%)	
Other	

Name of Subject	Name of Professor
<b>Research Method 2</b>	Kyoko Ryu
<b>Course description and Attainment target</b>	
<p>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.</p> <p>Students are required to perform a literature survey on their topic, and to reach well-focused research theme and questions. The final outcome of the course is to construct a research proposal including a strategy and time plan for completion of research.</p>	
<b>Course content</b>	
<p>In the class, students are required to present progress report on their research design periodically, and relevance and feasibility of research proposal will be discussed with fellow students and a professor. It means students are also required to positively involve and contribute to the research of other students. In the subsequent tutorials, individual guidance to each research will be given by the professor separately.</p>	
<b>Prerequisites and registration requirements</b>	
<b>Preparation for the course</b>	
Instruct in the class	
<b>Textbooks</b>	
<b>Suggested readings</b>	
<p>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.&amp; 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</p>	
<b>Grading policy</b>	
<p>Achievement (70%)  Contribution to the class (30%)</p>	
<b>Other</b>	

Name of Subject	Name of Professor
<b>Research Method 2</b>	Yuriko Minamoto
<b>Course description and Attainment target</b>	
<p>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.</p>	
<b>Course content</b>	
<p>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.</p>	
<b>Prerequisites and registration requirements</b>	
N/A	
<b>Preparation for the course</b>	
The students are expected to prepare critical review papers on their research theme.	
<b>Textbooks</b>	
(N/A)	
<b>Suggested readings</b>	
<p>According to an area of individual research, the relevant reference materials will be guided.  Turabian, K.L., Grossman, J. &amp; Bennett, A., A Manual for Writers of Term Papers, Theses, and Dissertations.  6th ed., Chicago: University of Chicago Press, 1996</p>	
<b>Grading policy</b>	
<p>Contribution to the class discussions (20%)  In-class presentation for research progress (30%)  Research proposal (50%)</p>	
<b>Other</b>	

Name of Subject	Name of Professor
<b>Research Method 2</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>Course Outline and Attainment Target</p> <p>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.</p>	
<b>Course content</b>	
<p>Course Discription and Course Schedule (tentative)</p> <ol style="list-style-type: none"> <li>1 Introduction</li> <li>2 What is Research ?</li> <li>3 Hypotheses, Laws, and Theories</li> <li>4 Case Studies: What are Case Studies ?</li> <li>5 Case studies and Theory Development</li> <li>6 Case Study Methods on the Interdemocratic Peace.</li> <li>7 Testing and Creating Theoies with Case Studies</li> <li>8 Alternative Methods and Select Issues (1) Case Studies and the Philosophy of Science</li> <li>9 (2) Comparative Methods: Controlled Comparison and Within-Case Analysis</li> <li>10 (3) Congruence Method</li> <li>11 (4) Process Tracing and Historical Explanation</li> <li>12 (5) Integrating Comparative and Within-Case Analysis: Typological Theory</li> <li>13 Political Science Dissertation</li> <li>14 Helpful Hints on Writing a Dissertation</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>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.</p>	
<b>Preparation for the course</b>	
<p>As mentioned in the prerequisites.</p>	
<b>Textbooks</b>	
<ol style="list-style-type: none"> <li>1. Alexander L. George and Andrew Bennett (2005) Case Studies and Theory Development in the Social Sciences, Cambridge: The MIT Press.</li> <li>2. Stephen Van Evera (1997) The Guide to Methods fo Students of Political Science, Cornell University Press.</li> </ol> <p>Suggested reading materials are announced in due course.</p>	
<b>Suggested readings</b>	

Grading policy
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 (40%) and reading assignments (60%). Each student will be required to make reporting several times.
Other

Name of Subject	Name of Professor
<b>Research Method 2</b>	Makoto Nagahata
Course description and Attainment target	
<p>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 a clear plan for completion of the research.</p>	
Course content	
<p>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.</p>	
Prerequisites and registration requirements	
<p>When a presentation and discussion session is held, active participation of the students is highly required.</p>	
Preparation for the course	
<p>The students are expected to start literature review and survey design (if necessary) in this course.</p>	
Textbooks	
<p>Reading materials will be distributed when necessary.</p>	
Suggested readings	
<p>The relevant documents will be suggested accordingly.</p>	
Grading policy	
<p>Participation in discussion (30%)  In-class presentation (30%)  Contents of research proposal (40%)</p>	
Other	

Name of Subject	Name of Professor
<b>Research Method 2</b>	Hideaki Tanaka
Course description and Attainment target	
<p>This is the continuation to develop research and writing skills before writing a master thesis. Based upon the general and basic skills and knowledge acquired through the course of “Research Method 1”, this course aims to write a research proposal. According to student's individual interest, a student is required to start reading relevant literatures on his or her topic and define an issue which is discussed in a paper. It is expected that a student could reach a good and well-focused research theme and questions. A student will also need to think about an appropriate approach and method in his or her research. Research literacy skill would be enhanced after this course.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research. In general, week No. 1-5 discuss literature reviews, week 6-10 discuss research topics of each student, and week 11-14 discuss research proposals.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentation on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Students are expected to read a lot of papers which are relevant to their interests.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge  John W. Creswell, 2008, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third edition, SAGA Publications  Kate L. Turabian et al., 2007, A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, Seventh edition, University of Chicago Press</p>	
Suggested readings	
<p>Readings and references will be provided on an as-needed basis.</p>	
Grading policy	
<p>Participation and discussions: 20%, Presentation at class: 30%, Research proposal: 50%  Details of assessment will be provided at the beginning of course.</p>	
Other	



Name of Subject		Name of Professor
Research Method 2		Masahiro Matsuura
Course description and Attainment target		
<p>This is the second semester of research plan development for the first year students. By the end of the course, students will finish writing up their research proposals (plans) for thesis writing. Meanwhile, students will conduct a comprehensive literature review for the thesis. Data collection plan will be also crucial for the research during the summer break.</p>		
Course content		
1-3	Review each student's preliminary research proposal	
4-6	Reporting on theoretical framework	
7-9	Reporting on literature review	
9-12	Reporting on data collection plan and literature review	
13-14	Wrapping-up each student's complete research proposal	
Prerequisites and registration requirements		
Research Method 1		
Preparation for the course		
<p>Each student will conduct their own research (literature review, [preparation for] data collection, and theory development) before the seminar.</p>		
Textbooks		
None.		
Suggested readings		
None.		
Grading policy		
Grading will be made by the research proposal developed through this course.		
Other		
None.		

Name of Subject	Name of Professor
<b>Research Method 2</b>	Shunsuke Kimura
<b>Course description and Attainment target</b>	
<p>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 prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects : Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
<b>Course content</b>	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
<b>Prerequisites and registration requirements</b>	
<p>Each student is required to prepare for and make presentation on the progress report of their own research, and active participation in the discussion is recommended.</p>	
<b>Preparation for the course</b>	
<p>Each student is required to prepare for and make presentation on the progress report of their own research.</p>	
<b>Textbooks</b>	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p> <p>Robert K Yin, 2014, Case Study Research, Design and Methods, 5 edition, SAGE</p>	
<b>Suggested readings</b>	
<b>Grading policy</b>	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
<b>Other</b>	

Name of Subject	Name of Professor
<b>Research Paper 1</b>	Takafumi Kanemura
Course description and Attainment target	
<p>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.</p> <p>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.</p>	
Course content	
The course will be arranged by the progress of master thesis of each student.	
Prerequisites and registration requirements	
Preparation for the course	
Students are required to make such preparations for each class as directed by the teacher.	
Textbooks	
Suggested readings	
Grading policy	
Class participation in discussions (20%) Presentation of research progress (30%) Progress report (50%)	
Other	

Name of Subject	Name of Professor
Research Paper 1	Kyoko Ryu
Course description and Attainment target	
This course aims at helping the students to set up their own theme of Master's thesis.	
Course content	
<p>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 analyzed. Through the test researches and the class discussion, the students will shape up their own feasible research theme.</p> <p>This course will also include qualitative and quantitative research methods, and technical aspects to write a Master's thesis.</p>	
Prerequisites and registration requirements	
Preparation for the course	
Instruct in the class	
Textbooks	
Suggested readings	
The relevant references related to research theme of individual student will be suggested accordingly.	
Grading policy	
Achievement (70%) Contribution to the class (30%)	
Other	

Name of Subject	Name of Professor
Research Paper 1	Yuriko Minamoto
Course description and Attainment target	
<p>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 a paper. The class discussions as well as individual meetings will be arranged accordingly.</p>	
Course content	
<ol style="list-style-type: none"> <li>1. Presentations of the research proposal and research framework based on the literature reviews in the 1st year.</li> <li>2. Working on individual research.</li> <li>3. Presentations of research progress.</li> </ol>	
Prerequisites and registration requirements	
N/A	
Preparation for the course	
The students should be ready to start drafting papers based on their research framework.	
Textbooks	
Handouts will be prepared.	
Suggested readings	
The relevant references related to research theme of individual student will be suggested accordingly.	
Grading policy	
Contribution to the class discussions (20%) In-class presentation of research progress (30%) Progress Report (50%)	
Other	

Name of Subject	Name of Professor
Research Paper 1	Yuichi Sasaoka
Course description and Attainment target	
<p>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.</p> <p>This course is to supervise the students to conduct their own research, and exchange the views on the progress of each student's research activities with the fellow students.</p>	
Course content	
<p>Tentative Contents:</p> <ol style="list-style-type: none"> <li>1. Research Questions (1)</li> <li>2. Research Questions (2)</li> <li>3. Research Background, Significance and Limitation</li> <li>4. Research Methods (1)</li> <li>5. Research Methods (2)</li> <li>6. Feedback</li> <li>7. Drafting the Plan (1)</li> <li>8. Drafting the Plan (2)</li> <li>9. Summarizing the Comments</li> <li>10. Redrafting (1)</li> <li>11. Redrafting (2)</li> <li>12. Writing Chapter 1 (1)</li> <li>13. Writing Chapter 1 (2)</li> <li>14. Writing Draft Summary Chapter 2</li> </ol>	
Prerequisites and registration requirements	
<p>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.</p>	
Preparation for the course	
<p>Close communication and doing homework are mandatory.</p>	
Textbooks	
<p>Reading materials will be suggested in due course.</p>	
Suggested readings	
Grading policy	
<p>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 (50%); in-class presentation of initial draft of research plan and a few chapters (50%).</p>	
Other	

Name of Subject	Name of Professor
<b>Research Paper 1</b>	Makoto Nagahata
Course description and Attainment target	
<p>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.</p>	
Course content	
<p>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.</p>	
Prerequisites and registration requirements	
<p>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.</p>	
Preparation for the course	
<p>The students are expected to start writing draft of the paper before the semester.</p>	
Textbooks	
<p>Reading materials will be distributed when necessary.</p>	
Suggested readings	
Grading policy	
<p>Class participation in discussions (30%)  Presentation of research progress (30%)  Research efforts and attempts (40%)</p>	
Other	

Name of Subject	Name of Professor
Research Paper 1	Hideaki Tanaka
Course description and Attainment target	
<p>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 prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects for tutorial together with “Research Paper 2” are issues which are discussed on the courses of “Public Financial Management” and “Public Finance”. For instance, public sector reform, civil service system, governance, politics and administration, public expenditure management, budget reform, performance budgeting, evaluation, NPM, privatization, PFI/PPP, procurement, outsourcing, public enterprise, accounting, audit, public finance, taxation, intergovernmental fiscal relation, social policy, pension, health care, education are possible topics.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student’s research. In general, week No. 1–5 discuss research proposals, week 6–10 discuss data collections, and week 11–14 discuss finalise an research outline.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Students are expected to draft their paper in advance and discuss based on it in the class.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p> <p>John W. Creswell, 2008, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third edition, SAGA Publications</p> <p>Kate L. Turabian et al., 2007, A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, Seventh edition, University of Chicago Press</p>	
Suggested readings	
<p>Readings and references will be provided on an as-needed basis.</p>	
Grading policy	
<p>Participation and discussions: 20%, Presentation at class: 30%, Paper writing: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
Other	



Name of Subject	Name of Professor
Research Paper 1	Masahiro Matsuura
Course description and Attainment target	
This is a supervised thesis-writing course. Students will engage in data collection, analysis, and writing throughout the semester under the supervision of the instructor.	
Course content	
Every week students are asked to report the status of writing.	
Prerequisites and registration requirements	
Research Method 1 & 2.	
Preparation for the course	
Students will conduct their own research for research paper outside the classroom.	
Textbooks	
None.	
Suggested readings	
None.	
Grading policy	
Grading will be made by the status of thesis writing at the end of the semester.	
Other	

Name of Subject	Name of Professor
Research Paper 1	Shunsuke Kimura
Course description and Attainment target	
<p>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 prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects: Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p> <p>Robert K Yin, 2014, Case Study Research, Design and Methods, 5 edition, SAGE</p>	
Suggested readings	
-	
Grading policy	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Shigeru Yamashita
Course description and Attainment target	
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.	
Course content	
Actual contents of the class will be arranged according to participating students' circumstances.	
Prerequisites and registration requirements	
Each student is required to prepare a review of his/her previous research-works and to do a presentation of his/her draft Thesis.	
Preparation for the course	
Each student will be advised according to his/her Thesis topics and current situations of draft writing.	
Textbooks	
To be discussed and selected together with individual students according to their current situations.	
Suggested readings	
To be decided during class individually after the above discussions	
Grading policy	
Participation and discussions in the class (30%) In-class presentation (30%) Research activities (40%)	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Takafumi Kanemura
Course description and Attainment target	
<p>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.</p>	
Course content	
<p>The course will be presented for finalizing student master thesis.          Through this research courses, there are arranged according to the needs and progress of each student.</p>	
Prerequisites and registration requirements	
Preparation for the course	
<p>Students are required to make such preparations for each class as directed by the teacher.</p>	
Textbooks	
Suggested readings	
Grading policy	
<p>Research efforts and attempts (30%)          Assessment of quality of research paper (70%)</p>	
Other	

Name of Subject	Name of Professor
Research Paper 2	Kyoko Ryu
Course description and Attainment target	
This course is supervise the students to writing their own Master's thesis.	
Course content	
The teaching will be based on individual meeting, although presentations and discussions at the class will also be arranged periodically. 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.	
Prerequisites and registration requirements	
Preparation for the course	
Instruct in the class	
Textbooks	
Suggested readings	
The relevant references related to research theme of individual student will be suggested accordingly.	
Grading policy	
Research efforts and achievement (100%)	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Yuriko Minamoto
Course description and Attainment target	
<p>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.</p>	
Course content	
<ol style="list-style-type: none"> <li>1. Presentations of the research progress.</li> <li>2. Revisions of draft chapters.</li> <li>3. Presentations of final draft papers.</li> </ol>	
Prerequisites and registration requirements	
N/A	
Preparation for the course	
The students should be ready to start drafting papers based on their research framework.	
Textbooks	
Handouts will be prepared.	
Suggested readings	
The relevant references related to research theme of individual student will be suggested accordingly.	
Grading policy	
<p>Contribution to the class discussions (30%)  In-class presentation of research progress (30%)  Research efforts and attempts (40%)</p>	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Yuichi Sasaoka
Course description and Attainment target	
<p>Course Description</p> <p>Most of the course is based on individual meetings, but at some points, the student is required to present research draft to the faculty and fellow students, and join the review discussion which will be useful for all the participants.</p> <p>Course Outline and Attainment Target</p> <p>This course is the second phase of master thesis writing. Just like Research Paper 1, this course is to supervise the students to conduct their own research, and exchange the views on the progress of each student's research activities with the fellow students.</p>	
Course content	
Nothing in particular, otherwise agreed upon.	
Prerequisites and registration requirements	
Students are expected to submit the initial drafts and participate in the discussions. Zealous participation and patience are necessary to accomplish the work.	
Preparation for the course	
As mentioned in the prerequisites.	
Textbooks	
Reading materials will be suggested in due course.	
Suggested readings	
Grading policy	
Participation and discussions (40%) and In-class presentation of research outcomes (60%).	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Makoto Nagahata
Course description and Attainment target	
<p>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.</p>	
Course content	
<p>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.</p>	
Prerequisites and registration requirements	
<p>In the class presentation and discussions, active participation in the discussion by each student is highly requested.</p>	
Preparation for the course	
<p>The students are expected to complete draft of the research paper.</p>	
Textbooks	
Suggested readings	
Grading policy	
<p>Class participation in discussions (30%)  Presentation of research progress (30%)  Research efforts and attempts (40%)</p>	
Other	



Name of Subject	Name of Professor
<b>Research Paper 2</b>	Hideaki Tanaka
Course description and Attainment target	
<p>Following the course of Research Paper 1, this course will deal with the final writing-up stage of the research. Most of the tutorial will be done individually face to face, while there will also be some opportunities for group presentations and discussions among students to clarify students' paper.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research. In general, week No. 1-5 draft a preliminary paper, week 6-10 re-examine a final paper, and week 11-14 complete it.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentation on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Students are expected to draft their paper in advance and discuss based on it in the class.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge  John W. Creswell, 2008, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Third edition, SAGA Publications  Kate L. Turabian et al., 2007, A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, Seventh edition, University of Chicago Press</p>	
Suggested readings	
<p>Readings and references will be provided on an as-needed basis.</p>	
Grading policy	
<p>Research efforts and attempts: 30%, Assessment of quality of Master's thesis: 70%</p>	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Masahiro Matsuura
Course description and Attainment target	
This is a supervised thesis-writing course. Students will concentrate on drafting, writing and finalizing their thesis throughout the semester under the supervision of the instructor.	
Course content	
Every week students are asked to report the status of thesis-writing.	
Prerequisites and registration requirements	
Research Method 1 & 2 and Research Paper 1.	
Preparation for the course	
Students will prepare their research paper outside the classroom.	
Textbooks	
Suggested readings	
Grading policy	
Grading will be made by the status of thesis writing at the end of the semester.	
Other	

Name of Subject	Name of Professor
Research Paper 2	Shunsuke Kimura
Course description and Attainment target	
<p>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 prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects: Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p>	
Suggested readings	
-	
Grading policy	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
Other	



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