

2025

Graduate School of Governance Studies
Syllabus

Meiji University

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Graduate School of Governance Studies: Curriculum Policy

Curriculum philosophy

The Graduate School, with the aim of achieving social development and solving public issues with increasing complexities in this era of globalization, intends to establish public policy studies as a comprehensive science that includes international perspectives as well as based on diverse collaboration and cooperation within Japan. The Graduate School aims to nurture public policy professionals (highly skilled professionals) with broad knowledge, keen insights, and high analytical and judgment capabilities to address the current challenges as the policies are becoming increasingly sophisticated and specialized.

Composition of the curriculum

The curriculum aims to enable the students understand the various aspects of governance*1. It is built in an interdisciplinary manner, and first of all, along with incorporating two core course fields—one comprising politics-, administration-, and policy-related subjects and another made up of management-, economic-, and finance-related subjects—as disciplines that make up public policy studies, it also includes abundant policy research courses to grasp and understand the concrete status of the subjects.

The Graduate School also offers multiple course models composed of subjects from these fields corresponding to the profession and problem awareness of the graduate students. Models of the subjects taught in Japanese are Course Model I Urban/Regional Politics, Course Model II Management of Local Government, Course Model III Formation of Public Affairs, Course Model N International Development and Cooperation, and Course Model V Consumer Policy and Development of Market. Subjects taught in English are the three areas of Public Policy, International Development Policy, Community Planning and Management. Further, in order to raise their practical problem-solving ability, the students are required to prepare research papers in Problem Finding/Research Method I & II and Writing Skills/Research Paper I & II, and grade evaluation is carried out based on rigorous examination upon their review.

<*1. Four Course Fields>

Field A: Core courses (Politics, Administration, Policy-related), Field B: Core courses (Management, Economics, Finance-related), Field C: Policy Research, Field D: Special Research

Features of the curriculum

The Graduate School covers all sorts of themes related to public issues and is a base that was formed by welcoming people who joined the university after gaining work experience and graduates aiming to build a career. It is a forum for learning where information exchange and interaction between people with abundant experience (including Graduate School of Governance Studies tenured staff, special teaching staff, visiting professors, guest professors, and part-time lecturers) gives rise to novel ideas that spread, develop, and flow through it. Here, even though our students “graduate,” many of them continue to work on their initiatives, which have delivered results. In particular, in “Governance Network,” “Urban Policy Forum,” and “Governance Forum with Everyone,” it serves as a setting for practice and research that links not just graduates but also graduates and current students, which is its best feature.

Graduate School of Governance Studies: Diploma Policy

Human resources to be developed

The Graduate School of Governance Studies aims to nurture diverse human resources who would engage in the governance of public affairs (collaborative governance and cooperation). Specifically, they are (1) elected representatives and leaders of local governments, and civil servants involved in politics and admin-

istration, (2) activists of private non-profit organizations engaged in solving domestic problems as well as in international cooperation, business managers and employees of private companies, those doing specialized jobs (professionals such as architects, administrative scriveners, and tax accountants, technical experts such as public health nurses, master consumer affairs advisors, etc.), and (3) civil servants engaged in administration of their respective countries. By obtaining (1) professional knowledge and ability to create public policy, (2) coordinating and problem-solving ability in the society, and (3) international perspectives, they are expected to successfully serve the society from where they hail.

Goals to be attained for developing such human resources

The goal is to enable the students to gain logical and practical ability to address the various social issues they face by leveraging manifold and diverse techniques in accordance with the public policy theory they learn by the time they complete their course, aiming for development of politics, economics and culture through collaborative and cooperative governance. The Graduate School grants the Master of Public Policy degree to those students who acquire a minimum of 40 credits from two subjects from Field A Core Course, two from Field B Core Course, Problem Finding or Research Method I & II, and Writing Skills or Research Paper I & II, prepares a research paper, and passes an oral examination.

Academic calendar of 2025 (Graduate School of Governance Studies)

【Spring semester】April 1 to September 19

Orientation for current students	March 29 (Sat.)
Class starts	April 3 (Thu.)
Registration period	Mid April
Distribution of the individual timetable	Late April
Preliminary registration of the tentative title of research paper (September graduating students)	May 15 (Thu.) to May 21 (Wed.)
Date of submission of research paper (September graduating students)	July 3 (Thu.) to July 5 (Sat.)
Thesis Defense (September graduating students)	July 19 (Sat.)
End of class	July 31 (Thu.)
Summer vacation	August 1 (Fri.) to September 19 (Fri.)
Graduation ceremony (September Graduating students)	September 19 (Fri.)

※ Date to be offered Classes held on national holidays : April 29, July 21

【Fall semester】September 20 to March 31

Orientation for newly - enrolled students	September 18 (Thu.)
Entrance ceremony (September intake students)	September 19 (Fri.)
Welcome party for newly - enrolled students	September 20 (Sat.)
Class starts	September 22 (Mon.)
Registration period	Late September
Distribution of the individual timetable	Mid October
Anniversary of university foundation (No class)	November 1 (Sat.)
Winter vacation	December 25 (Wed.) to January 7 (Wed.)
Anniversary of university foundation (No class)	January 17 (Sat.)
End of class	February 2 (Mon.)

※ Date to be offered Classes held on national holidays : September 23, October 13, November 24, January 12

Academic Credit Requirements

- Requirement for the completion of the Master's course are;
 - (1) To earn 40 credits and complete a Master's thesis.
 - (2) To earn 4 credits each from Field A and Field B.
 - (3) To complete four courses, "Research Method 1" and "Research Method 2" in the first year and "Research Paper 1" and "Research Paper 2" in the second year.
- The maximum number of credits that can be registered in any one year is 32. Nevertheless, pursuant to the Clause 1 of Article 5, students who are authorized to complete the Master's course in one year can register at the maximum number of 54 credits in one year.

Courses and Teaching Staff

This syllabus collection includes International Public Policy (IPP) courses that require field trips. Students who register for such courses but are not supported by the JDS scholarship will have to cover the cost for participating in such field trips out of their pocket.

Those courses with intensive field trips, marked as “FT Course” in the course list, are designed primarily for those students admitted to the IPP course. Those students who are not enrolled in the IPP course may not be allowed to take such courses by the instructor due to the maximum occupancy of the tour and other reasons.

Courses Title	Credit	Title	Name	Page	FT Course
Field A : Basic subject - Policy, administration, management					
Governance Studies	2	Professor	IZUMO AKIKO	7	
Intergovernmental Relations*	2	This course will not be held in 2025.			
Spatial Planning	2	This course will not be held in 2025.			
NGO/NPO Policy*	2	Professor	NAGAHATA MAKOTO	10	
NGO/NPO Management*	2	This course will not be held in 2025.			
E-Government	2	Professor	YUASA HARUMICHI	12	
Public Employment and Personnel Management	2	Professor	IZUMO AKIKO	15	
Urban Planning and Design Policies*	2	This course will not be held in 2025.			
Introduction to Policy-making Processes	2	Professor	MATSUURA MASAHIRO	18	
Contemporary Japanese Society	2	Senior Assistant Professor	LOLLINI NICCOLO	21	
Global Topics and Issues*	2	Professor	SASAOKA YUICHI	23	
Global Governance*	2	This course will not be held in 2025.			
Introduction to Political Science	2	Assistant Professor	MAKI ANNA	25	
Theories of Democracy	2	Assistant Professor	MAKI ANNA	27	
Field B : Basic subject - Economic, finance, development					
Social Development*	2	Professor	MINAMOTO YURIKO	29	
Econometrics A	2	Professor	KATO RAY RYUTA	31	
Econometrics B	2	Professor	KATO RAY RYUTA	33	
Public Finance and Social Welfare	2	Professor	TANAKA HIDEAKI	35	
Economics A	2	Professor	KATO RAY RYUTA	38	
Economics B	2	Professor	KATO RAY RYUTA	40	
Evaluation Theory and Practice	2	Professor	MINAMOTO YURIKO	42	
Total Quality Management in Public Sector	2	Professor	NISHIDE JUNRO	44	
Quality Management in Japanese Public Sector	2	Professor	NISHIDE JUNRO	46	●
Negotiation in the Public Sector	2	Professor	MATSUURA MASAHIRO	47	
Government and Politics in Developing Countries	2	Professor	SASAOKA YUICHI	49	
Public Governance and Management	2	Professor	TANAKA HIDEAKI	51	
Field C : Applied Policy Study					
Policy, evaluation					
Current Development in Public Policy and Management	2	Assistant Professor	MAKI ANNA	55	●
Consensus Building and Sustainability Transition*	2	Professor	MATSUURA MASAHIRO	57	
Public administration management					
Human Resource Management*	2	This course will not be held in 2025.			
Local government					
Cutting-edge Local Government Policies	2	Professor	KIMURA SHUNSUKE	59	
Citizen's Participation and Local Governance	2	This course will not be held in 2025.			
Crisis management					
Terrorism and Political Violence	2	Professor	KOBAYASHI YOSHIKI	62	
Crisis Management and International Politics	2	Professor	KOBAYASHI YOSHIKI	65	
National Security and Intelligence	2	Professor	KOBAYASHI YOSHIKI	69	
Economics, finance					
Japanese Economy in International Environment	2	This course will not be held in 2025.			
Japanese Economic Policy	2	Professor, School of Political Science and Economics	KATSU ETSUKO	72	
Community/Regional development					
Community Engagement and Facilitation*	2	Professor	NAGAHATA MAKOTO	74	
Community Welfare Service	2	Professor	OYAMA NORIHIRO	76	●
Multicultural Society	2	Assistant Professor	MATSUMOTO NAKA	78	
The Political Economy of Food and Agriculture	2	Senior Assistant Professor	LOLLINI NICCOLO	80	
Local Development in Japan	2	Senior Assistant Professor	LOLLINI NICCOLO	82	
Local Responses to Agricultural Issues in Japan	2	Senior Assistant Professor	LOLLINI NICCOLO	84	●
Environment					
Environmental Governance	2	Professor	TSUJI MASAMI	86	

Courses Title	Credit	Title	Name	Page	FT Course
Environmental Management	2	Professor	TSUJI MASAMI	88	
Environmental Assessment	2	Professor	TSUJI MASAMI	90	
International issues					
Japanese Foreign and Development Policy	2	Professor	SASAOKA YUICHI	92	
Political Economy of Development	2	This course will not be held in 2025.			
Theories and Experience of the Developmental State	2	This course will not be held in 2025.			
SDGs and International Peace Studies	2	Lecturer	MATSUZAWA TOMOKO	94	
Business					
Private Sector Development	2	Lecturer	KAMEYAMA TAKUJI	96	
E-Government					
E-Participation	2	Professor	YUASA HARUMICHI	99	
Global Cyber Governance	2	Professor	YUASA HARUMICHI	101	
Field D : Practical seminars					
Social Research Method	2	This course will not be held in 2025.			
Introductory Statistics for Social Research	2	Lecturer	YONEHARA AKI	103	
Qualitative Research Methods	2	Assistant Professor	MATSUMOTO NAKA	106	
Masters Thesis Development	2	Assistant Professor	MATSUMOTO NAKA	109	
Analyzing and Writing in Qualitative Research	2	Assistant Professor	MATSUMOTO NAKA	111	
Critical Reading and Writing	2	Assistant Professor	MAKI ANNA	113	
Research Method 1	2	Professor	MATSUURA MASAHIRO	115	
Research Method 1	2	Lecturer	YONEHARA AKI	117	
Research Method 2	2	Professor	MINAMOTO YURIKO	119	
Research Method 2	2	Professor	SASAOKA YUICHI	120	
Research Method 2	2	Professor	NAGAHATA MAKOTO	122	
Research Method 2	2	Professor	TANAKA HIDEAKI	123	
Research Method 2	2	Professor	MATSUURA MASAHIRO	124	
Research Method 2	2	Professor	KIMURA SHUNSUKE	125	
Research Method 2	2	Professor	KATO RAY RYUTA	126	
Research Method 2	2	Professor	NISHIDE JUNRO	128	
Research Method 2	2	Professor	TSUJI MASAMI	129	
Research Method 2	2	Professor	KOBAYASHI YOSHIKI	131	
Research Method 2	2	Professor	IZUMO AKIKO	133	
Research Method 2	2	Professor	YUASA HARUMICHI	135	
Research Method 2	2	Senior Assistant Professor	LOLLINI NICCOLO	137	
Research Paper 1	2	Professor	MINAMOTO YURIKO	138	
Research Paper 1	2	Professor	SASAOKA YUICHI	139	
Research Paper 1	2	Professor	NAGAHATA MAKOTO	141	
Research Paper 1	2	Professor	TANAKA HIDEAKI	142	
Research Paper 1	2	Professor	MATSUURA MASAHIRO	144	
Research Paper 1	2	Professor	KIMURA SHUNSUKE	145	
Research Paper 1	2	Professor	KATO RAY RYUTA	146	
Research Paper 1	2	Professor	NISHIDE JUNRO	148	
Research Paper 1	2	Professor	TSUJI MASAMI	149	
Research Paper 1	2	Professor	KOBAYASHI YOSHIKI	150	
Research Paper 1	2	Professor	IZUMO AKIKO	152	
Research Paper 1	2	Professor	YUASA HARUMICHI	154	
Research Paper 1	2	Senior Assistant Professor	LOLLINI NICCOLO	155	
Research Paper 2	2	Professor	MINAMOTO YURIKO	156	
Research Paper 2	2	Professor	SASAOKA YUICHI	157	
Research Paper 2	2	Professor	NAGAHATA MAKOTO	158	
Research Paper 2	2	Professor	TANAKA HIDEAKI	159	
Research Paper 2	2	Professor	MATSUURA MASAHIRO	160	
Research Paper 2	2	Professor	KIMURA SHUNSUKE	161	
Research Paper 2	2	Professor	KATO RAY RYUTA	162	
Research Paper 2	2	Professor	NISHIDE JUNRO	164	
Research Paper 2	2	Professor	TSUJI MASAMI	165	
Research Paper 2	2	Professor	KOBAYASHI YOSHIKI	166	
Research Paper 2	2	Professor	IZUMO AKIKO	168	
Research Paper 2	2	Professor	YUASA HARUMICHI	170	
Research Paper 2	2	Senior Assistant Professor	LOLLINI NICCOLO	171	

*) In principle, this course is offered every other year. Please check the syllabus for more details.

Subject number : (GS)POL521E		
Name of Subject		Name of Professor
Governance Studies		IZUMO AKIKO
Course description and Attainment target		
<p>The purpose of this class is to explain and clarify the theories and practices of “governance” in international context. The goal is to be able to understand and analyze public and administrative policy making processes and policies from the perspective of governance, especially through comparative study.</p> <p>A transformation from government to governance has been observed in many industrial democracies. Governance is an indispensable concept in analyzing social and political phenomena. It employs the contextual realities of the co-ordination of multiple actors and institutions. Multilevel government institutions, private for-profit corporations, bureaucracies, nonprofit organizations, resident communities, and voluntary groups are all actors in the dynamic of governance. These actors share public goals, but each has goals they want to achieve and intersect with each other. Public policymaking and implementing processes are complicated through governance, and governments seek to coordinate their interests and processes to achieve their overall public goals.</p> <p>〈Objectives〉</p> <ol style="list-style-type: none"> 1) We read and discuss some articles regarding the basic theories of governance. 2) Based on an understanding of the literature, we apply the theory to some political and public cases. 3) Analyzing public actors' interactions among multi-level organizations and institutions. 		
Course content		
Week	Theme	Contents
(1)	Introduction	a) Ice-breaking b) Purpose of this class c) Requirements and expectations d) Questionnaire on the relationship between your experience and governance
(2)	Governance theories	What kind of practice gave rise to governance and how was it theorized?
(3)	Governance Practices (Discussion)	Each person brings together and discusses the practices of governance in their own country.
(4)	Ethics and networks in Japan	Understanding corruption governance prevention measures and human network corruption.
(5)	Governance Practices (1) New Public Management in Asia	Understanding Asian country's practices towards small government.
(6)	Governance Theories (1) Changes in governance theory	Why did governance theory change from NPM to NPG?

(7)	Governance Theories (2): Collaborative Governance	What kind of practice gave rise to governance and how was it theorized?
(8)	Governance Practices (2): Subnational public-private partnership	How has collaboration between organizations progressed? What methods promote collaboration between organizations?
(9)	Intermediate discussion	We discuss your outline of the final paper.
(10)	Governance Theories (3): Good Governance	How to understand good governance?
(11)	Governance theories (4): Public Participation	How do residents (citizens) participate in public policy making decision? How do procedures, venue settings, and facilitation proceed?
(12)	Governance and networking	
(13)	Public Policy and Governance, risk management	
(14)	Conclusive discussions toward the writing of the final paper	a) Analyzing the cases applied through governance theory from comparative perspectives. b) International comparison of changes caused by governance theory.
Prerequisites and registration requirements		
There are no prerequisites for this course. When registering, please participate in the first class as much as possible.		
Preparation for the course		
You are expected to 1) make a (or two) presentation (s) to summarize reading materials and suggest issues to be discussed as well as your opinions based on the understanding of the materials, 2) participate in discussions according to the themes of the day, the presenter's issues and opinions; discussion will include a cross-national comparison, 3) submit a final research paper on the study of governance in which you will manipulate the concepts of governance of this class along with practices of your experience of case studies. The format will be a minimum of ten pages in length, excluding exhibits and cover sheet, double-spaced, citing all sources clearly. <Grading criteria for the final research paper> Class understanding and application of discussion Synthesis of information Appropriateness of concept analyzing Logic and justification of your own views		
Textbooks		
Handouts will be distributed or students may download them on their own.		

Suggested readings
<p>Greve, Carster and Graeme Hodge. (2010). Public-Private Partnerships and Public Governance Challenges. Stephen P. Osborne. (ed). The New Public Governance? Emerging perspectives on the theory and practices of public governance. Routledge, pp.149-162.</p> <p>Moynihan, Donald P. (2009). The Normative Model in Decline? Public Service Motivation in the Age of Governance, Perry, James L. and Annie Hondeghem (eds). Motivation in Public Management: The Call of Public Service. Oxford University Press, pp.247-267.</p> <p>O' Leary, Rosemary. (2015). From Silos to Network: Hierarchy to Heterarchy. Mary E. Guy and Marilyn M. Rubin. (eds). Public Administration Evolving. Routledge, pp.85-100.</p> <p>Watanabe, Kenji. (2015). "Regional Business Continuity Management through Public-Private Partnership in Japan," Brassard, Caroline, David W. Giles and Arnold M. Howitt (Eds.). Natural Disaster Management in the Asia-Pacific: Policy and Governance. Springer, pp.59-73.</p> <p>Aoki, Naomi. (2015). "Wide-area Collaboration in the aftermath of the March 11 Disasters in Japan: Implications for Responsible Disaster Management," International Review of Administrative Sciences, 81 (1), pp.196-213.</p> <p>Choi, Jin-Wook. (2007). Governance Structure and Administrative Corruption in Japan. Public Administration Review, September/ October, pp.930-942.</p> <p>Provan, Keith G. and H. Brinton Milward. (2001). Do Networks Really Work? A Framework for Evaluating Public-Sector Organizational Networks. Public Administration Review, 61 (4), 414-423. http://www.jstor.org/stable/977503</p>
How to provide Feedback to assignments
<p>Oral comments will be provided each time the presentations are made in class. Comments on the term report will be provided using the 'Oh-o! Meiji' comment function.</p>
Grading policy
<p>Each student is expected to positively participate in class discussions (30%), make one or two presentation (s) (30%), and submit a research paper at the end of the term (40%).</p>
Other
<p>Nothing in particular</p>

Subject number : (GS)POL591E		
Name of Subject		Name of Professor
NGO/NPO Policy		NAGAHATA MAKOTO
Course description and Attainment target		
<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 (NGOs / NPOs) can be regarded as a indication of active civil participation in the process of self-governance. In the NGO/NPO 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>		
Course content		
Week	Theme	Contents
1st	Introduction	To share experiences and views of participating students on NGOs/ NPOs, and to discuss and fix ways of class management
2nd	Historical Background of NGO/NPO (1)	Reviewing traditional communities and its changes in the modern-ization
3rd	Historical Background of NGO/NPO (2)	Emergence of NGOs/NPOs in Japan and other countries
4th	Historical Background of NGO/NPO (3)	History of Japanese NPOs especially after the “Volunteer year 1” (1995)
5th	Case Studies of Japanese NPOs (1)	Cases of NPOs working in rural/ urban communities in Japan
6th	Case Studies of Japanese NPOs (2)	Cases of NPOs working for particular social issues in Japan
7th	Case Studies of Japanese NPOs (3)	Roles and challenges of Japanese NPOs in the with/post COVID-19 era
8th/ 9th	Case studies of NGOs in other countries (1) (2)	Case studies of NGOs in the countries of participating students

10th/ 11th	Collaboration among NGO/NPOs and public sectors (1) (2)	Background and basics of collaboration among NPOs and public institutions
12th/ 13th	Case studies of collabora- tion (1) (2)	Case study of collaboration between NPOs and local government in Japan and other countries
14th	Overall Synthesis (1) (2)	What are key aspects / elements for promoting and regulating NGO/NPO involvement in public service delivery? The participat- ing students will review the course and extract learning from what they found by themselves.
Prerequisites and registration requirements		
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.		
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		
None		
Suggested readings		
The relevant documents will be suggested accordingly.		
How to provide Feedback to assignments		
Feedback to the presentation by each student will be shared in the class.		
Grading policy		
Class attendance (30%) Participation in discussion (20%) Presentation and report (50%)		
Other		

Subject number : (GS)POL591E		
Name of Subject		Name of Professor
E-Government		YUASA HARUMICHI
Course description and Attainment target		
<p>Couse description and Attainment Target</p> <p>The purpose of this course is to understand the concept of e-government and to consider what kind of technology the e-government actually realizes and what kind of problems it causes.</p> <p>The computerization of administration that started from computerization of clerical work is becoming more sophisticated and complex due to new systems and technologies, such as resident network systems, local government clouds, AI, and SNS. Along with that, it is becoming difficult to properly manage costs and operations, and stronger governance is required. In addition, electronic voting and Internet voting are promoting the digitization of political participation.</p> <p>In this course, we will gain an accurate knowledge of the development history, current situation, and problems of these electronic governments, as well as consider from a multifaceted perspective so that we can formulate measures for concretely solving various administrative problems.</p> <p>Attainment target</p> <p>Understand the computerization in administration.</p> <p>Understand exactly what the concept e-government is.</p> <p>Understand the problems of e-government and plan improvement measures.</p> <p>Understand the outline of various technologies that support informatization and the importance of cyber security, and plan necessary measures.</p> <p>Specific measures can be devised on how to strengthen governance in promoting informatization.</p>		
Course content		
Week	Theme	Contents
1st	Background of administrative informatization and concept of e-government	There are various concepts in e-government. Introduce them and let students understand. An overview of the progress of computerization of administration that started from computerization of office work, touching on the history of computer development from the age of large computers to minicomputers, office computers, and personal computers. In addition, understand the problems that have occurred.
2nd	Information system overview	Understand the outlines of various information systems and networks used in government, and focus on new trends such as the cloud of local governments.
3rd	Resident Register System	Understand the functions and roles of the Resident Register system and study the restrictions/constraints when using them. In addition, understand the mechanism for mutual use of information between governments and local governments.

4th	Protection of personal information (1)	One of the most important issues is the protection of inhabitants' personal information, and understand the system specific to the government such as the personal information protection legislation, the contents of the personal information protection regulations, and non-identification processed information. We will also examine the global trend of strengthening personal data protection such as EU GDPR.
5th	Protection of personal information (2)	Unlike the private sector, the personal information held by the government must be compatible with information disclosure, and there are also administration-specific aspects such as the protection of DV victims, so understand the specific business practices. Understand the significance of promoting open data, compatibility with personal information protection, and security.
6th	E-government and information disclosure	Unlike the private sector, the information held by the government should be disclosed in principle, and understand the reason and concrete practice. Understand the significance of promoting open data and its compatibility with personal information protection.
7th	Electronic representation of political participation and public opinion (1)	Understand the development process and possibilities of electronic voting, Internet voting, and other means of digitalizing public participation and public opinion.
8th	Electronic representation of political participation and public opinion (2)	Understand the significance and effects of the measures to promote quick and close communication between residents and the administration by using new technologies such as SNS and blockchain, and the specifics such as SNS suicide consultation. Examine how to introduce it by considering various introduction cases.
9th	Information security (1)	The computerization of government has created various security threats. Understand the outline of these threats and learn about basic technologies and systems for ensuring information security such as the government unified information security standard.
10th	Information security (2)	With the information system connected to the Internet, government informatization is required to deal with cyber security. Understand the establishment of cyber security counselors in ministries and organizational and technical measures such as "Internet separation".
11th	Computerization and governance of administration (1)	The expanding information system also causes various problems. Understand how human, organizational, and technical measures should be taken to ensure proper operation
12th	Computerization and governance of administration (2)	We will discuss how governance can be conducted to deal with the changes in government caused by information technology.
13th	Trends of e-government	Future trends in e-government will be introduced.
14th	Future of e-vernment	How e-government will develop in the future will be discussed.

Prerequisites and registration requirements
All students are expected to talk and discuss at the class.
Preparation for the course
Students are required to retrieve and reviews news and information about the theme. After the class, students are required to review the class materials and understand the way to apply practices to laws and politics of his/ her country.
Textbooks
No text book.
Suggested readings
About e-government in Japan: https://japan.kantei.go.jp/policy/it/enkaku_e.html https://www.e-gov.go.jp/en/e-government.html
How to provide Feedback to assignments
Oral feedback at the class.
Grading policy
Participation to discussion (40%), and reporting (60%)
Other

Subject number : (GS)POL591E		
Name of Subject		Name of Professor
Public Employment and Personnel Management		IZUMO AKIKO
Course description and Attainment target		
<p>This lecture clarifies the theory and practice of employment and personnel management of public officials, while comparing public and private labor employment.</p> <p>Traditionally, there were definite differences in the legal system for employment of public and private employees in Japan. As industry has developed, labor laws for private employees have been put in place, but legal regulations have only set the minimum standards to which each company has to comply. Individual companies were allowed to set many standards, which led to differences in work conditions based on company size and policy. Employment standards for public officials have been uniform nationally; however, they have had strong legal regulations. Salaries and working conditions have been legally determined, and there have been only limited negotiations between labor unions and employers. However, in recent years, the laws and practices concerning public officials have changed, affected by financial constraints and the introduction of policies that emphasize the results of personnel evaluation systems.</p> <p>This closeness between public and private employment has also been observed in many other countries, and in particular, equal pay for equal work policies have relativized the differences between public and private industries. These policies stress that the same wages should be paid if the focus is on the same work, regardless of whether the job is public or private, which has narrowed the gap between the public and private sectors.</p> <p>How have public employment and personnel management changed? This lecture is designed to cover two basic areas to answer this question: (1) the environment and development of public employment and personnel management, with a comparison of perspectives between the public and private sectors; and, (2) issues and concerns of public employment and personnel management from an international perspective.</p>		
Course content		
Week	Theme	Contents
(1)	Introduction	a) Icebreaker b) Purpose of the class, Requirements and expectations c) Questionnaire on the relationship between your experiences, public employment, and personnel management
(2)	Public Human Resource Management: Recent HRM issues	Understanding recent trends and challenges in Human Resource Management.
(3)	Recent HRM issues continued	discussing based on the previous explanation.
(4)	Japan's civil service appointment and promotion	Understand the method of recruiting Japanese national civil servants from the point of view of the merit system.

(5)	Japan's civil service pay and working condition	Understanding competency-based and performance-based salaries of Japanese civil service while strongly retaining the traditional elements of age-based wages and lifetime employment.
(6)	Perspective of comparison	Discussion and presentation
(7)	Development of Merit Systems	Thinking about hiring and selection methods to increase the motivation of public officials.
(8)	Career development and training	What is effective training for civil servants?
(9)	Personnel evaluation and performance	Discuss what are the challenges in conducting the evaluation
(10)	Public organization and job evaluation	Understanding the characteristics of rank in person and rank in position systems
(11)	Public Service Motivation (PSM) and ethics	What motivates public officials to work? How does motivation affect ethics
(12)	Motivation and work engagement	
(13)	Pay and working conditions	
(14)	Conclusive discussions toward writing the final paper	
Prerequisites and registration requirements		
There are no prerequisites for this course. When registering, please participate in the first class as much as possible.		
Preparation for the course		
<p>You are expected to</p> <ol style="list-style-type: none">1) make one (or two) presentation (s) to summarize reading materials and suggest issues to be discussed as well as your opinions based on the understanding of the materials,2) participate in discussions according to the themes of the day, the presenter's issues and opinions; discussion will include a cross-national comparison,3) submit a final research paper on the study of human resource management. In this paper, (A) based on the comparative perspective obtained in the intermediate group discussion, please (B) use the concepts in class, (C) point out the current situation and issues of personnel management in your own country, and (D) discuss practical solutions. <p>Double space (1.5 space), 12points, Times new roman, 8 pages For figures and tables, in the case of words, count automatically. For screenshots, count one on page 1/3. Citation: APA 6th, 7th, citing all sources clearly.</p>		
Textbooks		
Students download their assigned reading paper and explanatory slides.		

Suggested readings
<p>We will read the following materials according to the content of the lecture (It may be added or replaced).</p> <p>Yashiro, A. (2013). Selection and Promotion of Managers in Japanese Companies: Present and Future Perspective. Japan Labor Review 10 (1): 25-43.</p> <p>Kearney, R.C. and Cogburn, J.D. (2015). Public Human Resource Management: Problems and prospects, 6th edition. CQ Press.</p> <p>Llorens, J.J., Klingner, D.E. and Nalbandian, J. (2017). Public personnel management: contexts and strategies, 7th edition. Longman.</p> <p>Riccucci, N.M. (2018). Public Personnel Management: current concerns, future challenges. Routledge.</p> <p>Huberts, Leo W. J.C., Maesschalck, J. and Jurkiewicz, C.L. (2008). Ethics and integrity of governance: perspectives across frontiers. E. Elgar.</p> <p>Inatsugu, Hiroaki (2020) Japan. Comparative Study of Recent Development of Civil Service Systems, pp.10-71.</p>
How to provide Feedback to assignments
<p>Oral comments will be provided each time the presentations are made in class. Comments on the term report will be provided using the 'Oh-o! Meiji' comment function.</p>
Grading policy
<p>Each student is expected to positively participate in class discussions (30%), make one or two presentation (s) (30%), and submit a research paper at the end of the term (40%).</p>
Other

Subject number : (GS)POL511E		
Name of Subject		Name of Professor
Introduction to Policy-making Processes		MATSUURA MASAHIRO
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 and implementation	<p>Lindblom, C. (1959). "The Science of 'Muddling Through'," <i>Public Administration Review</i>, 19 (2), pp. 79-88</p> <p>Lipsky, M. (1980). <i>Street-Level Bureaucracy</i>. Russel Sage Fdn. Chapter 2</p>
Week 3	Agenda setting	<p>Kingdon, J. (1995). <i>Agendas, Alternatives, and Public Policies</i> (2nd Ed.). New York, NY: Addison-Wesley. Chapter 9.</p> <p>Baumgartner, F. and Jones, B. (1993). <i>Agendas and Instability in American Politics</i>. Univ. of Chicago Press. Chapter 12.</p>
Week 4	Path dependence and issue-attention cycle	<p>David, P. (1985) "Clio and the Economics of QWERTY," <i>American Economic Review</i>, 75 (2), pp. 332-337.</p> <p>Downs, A. (1972) "Up and Down with Ecology: The 'Issue-Attention' cycle," <i>Public Interest</i>, 28, pp. 38-50.</p>
Week 5	Problem definition and advocacy coalition	<p>Stone, D. (1988). <i>Policy Paradox: the art of political decision making</i>. New York, NY: W.W. Norton. Chapter 6.</p> <p>Jenkins-Smith, H. and Sabatier, P. (1994). "Evaluating the Advocacy Coalition Framework," <i>Journal of Public Policy</i>, 14 (2) , pp. 175-203.</p>
Week 6	Behavioral economics	<p>Kahneman, D. (2011). <i>Thinking Fast and Slow</i>. New York, NY: Allen Lane. Chapters 1 and 3.</p> <p>Thaler, R. and Sunstein, C. (2009). <i>Nudge: Improving decisions about health, wealth, and happiness</i>. Introduction Chapter.</p>
Week 7	Institutions (1)	<p>Argyris, C. (1992). <i>On Organizational Learning</i>. Cambridge, MA: Blackwell. Chapter 1.</p> <p>DiMaggio, P. and Powell, W. (1983). "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields," <i>American Sociological Rev.</i>, 48, pp. 147-160.</p>

Week 8	Institutions (2)	Ostrom, E. (1990). <i>Governing the Commons</i> . New York, NY: Univ. of Cambridge. Chapter 3. Olson, M. (1971). <i>The Logic of Collective Action</i> (2nd ed.) Cambridge, Mass.: Harvard University Press. Chapter Ch. 1 (pp. 5–16, 33–52)
Week 9	Policy transfer and lesson drawing	Rose, R. (1991). “What is Lesson-Drawing,” <i>Journal of Public Policy</i> , 11, pp. 3–30. Westney, E. (1987). <i>Imitation and Innovation: The transfer of Western organizational patterns to Meiji Japan</i> . Cambridge, MA: Harvard University Press. Chapter 1
Week 10	Scientific advice	Stirling, A. (2010). “Keep it complex,” <i>Nature</i> , 468, pp. 1029–1031. Pielke, R. (2007). <i>The Honest Broker: Making sense of science in policy and politics</i> . Cambridge, UK: Cambridge University Press. Chapter 2.
Week 11	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 12	Public participation and collaborative governance	Arnstein, S (1969). “A Ladder of Citizen Participation,” <i>Journal of the American Institute of Planners</i> , 35, pp. 216–224. Carpenter, S. L., & Kennedy, W. J. D. (1988). <i>Managing Public Disputes</i> . San Francisco, CA: Jossey-Bass. Chapter 2 [before case study part]
Week 13	Deliberative democracy	Guttman, A. and Thompson, D. (1996). <i>Democracy and Disagreement</i> . Cambridge, MA: Belknap. Chapter 2. Reich, R. (ed.) (1988). <i>The Power of Public Ideas</i> . Cambridge, MA: Harvard Univ. Chapter 6.
Week 14	Wrap-up	
Prerequisites and registration requirements		
None.		
Preparation for the course		
<p>Each student should read these reading materials before the class and be able to discuss their lessons from reading them. The instructor will administer quizzes to confirm each student's preparation.</p> <p>In each class, two students will be asked to provide reviews of articles. Each will be asked to provide a short summary of an article (in approximately 10 minutes), present an instance of policy-making in recent years, and discuss how the lessons from that article can be applied to analyzing the case (in approximately 20 minutes, including discussions)</p>		
Textbooks		
Reading materials will be provided at the outset of the course.		

Suggested readings
None.
How to provide Feedback to assignments
Instructor will provide commentaries to the in-class presentations. He will provide answer keys immediately after each quiz, and each student can assess his/her knowledge.
Grading policy
<p>Class participation (including in-class presentation) 30%, Short quiz 50%, Final essay 20%</p> <p>Each week, the instructor will administer a short quiz with a few multiple-choice questions about the reading materials for that week as well as the lessons from the previous week's lecture.</p> <p>Final Essay Instruction: Choose TWO pieces of literature covered in the class and apply the lessons from them to an analysis of an actual case of policy-making or political controversy. Max. 3 pages, single spaced. Due in the mid-January on Oh-o! Meiji.</p>
Other

Subject number : (GS)SOC511E		
Name of Subject		Name of Professor
Contemporary Japanese Society		LOLLINI NICCOLO
Course description and Attainment target		
<p>This course offers an overview of key issues of present-day Japanese society and change occurring throughout the 20th and 21st century. The course explores the Japanese society mostly through the lenses of sociology and cultural anthropology, with a focus on family and kinship, demographic transition, economic change, education and early socialisation, minorities and marginal groups, multiculturalism, globalisation, gender and sexuality issues, mass consumption, popular culture, law, crime, social welfare, religion, death and illness. At the end of the course, students will be able to critically look at social issues in the contemporary Japanese society and link them to broader debates in the social sciences.</p>		
Course content		
Week	Theme	Contents
1st	Introduction class	Why does Japan matter for social scientists? How do we look at society? What is Japan's exceptionalism?
2nd	Household, family and kinship	Traditional family - the ie system; changes in the family structure; demographic transition
3rd	Japan's economic miracle, the lost decade, and economic slowdown	What is Japan's economic miracle and why it happened? What changed afterwards and how have economic factors effected society?
4th	Education and early socialisation	Education is seen by many observers of Japan as the key to understanding Japan's economic success. How has this been achieved? What is passed on through the education system? How has it changed?
5th	Minorities, marginal groups, and social inequality	Japan is said to be a homogeneous society; how to make sense of minorities and marginal groups? How has inequality changed in the past decades?
6th	Multiculturalism and globalisation	Is Japan increasingly multicultural? What have been the effects of globalisation on society?
7th	Gender and sexuality	How are men and women socialised in Japan? What roles are open to them in society? How do concepts of gender relate to ideas about sexuality?
8th	Mass consumption and popular culture	What are peculiar features of mass consumption in Japan and of Japan's media system? What does popular culture phenomena tell us about Japan's society?
9th	Law and order	How can one explain Japan's extremely low crime and litigation rates?
10th	Japan's diplomacy, foreign policy, and soft power	How did Japan government capitalized on and promoted popular culture products as a form of soft power?

11th	Religion and spirituality	Japanese do not see themselves as 'religious', but why have so many new religions sprung up in Japan, particularly in the post-war period?
12th	Death, illness, and ageing	What is distinctive about Japanese cultural attitudes towards death, suicide, health, and illness? How are pathologies culturally constructed and how are they dealt with?
13th	Students presentation	
14th	Students presentation	
Prerequisites and registration requirements		
Students are expected to participate actively in class discussions.		
Preparation for the course		
Readings must be completed before each class.		
Textbooks		
Readings will be made available on the university portal.		
Suggested readings		
How to provide Feedback to assignments		
Feedback on presentations will be provided during class. Take-home essays will be graded and returned to students with commentary.		
Grading policy		
Class participation (40%); Presentations (30%); Take-home essay (30%) The take-home essay is a short essay (1500 words) answering a question.		
Other		

Subject number : (GS)POL531E	
Name of Subject	Name of Professor
Global Topics and Issues	SASAKA YUICHI
Course description and Attainment target	
<p>This course aims at deepening the understanding of International Relations (IR), reading through current hot topic books and several pieces of news around student's countries. Ian Bremer's two books are useful to identify main global crises and the potentiality of political risks: <i>Us vs. Them: The Failure of Globalism</i>; and <i>The Power of Crisis: How Three Threats – and Our Response – Will Change the World</i>. These books were written for ordinary readers and students.</p> <p><i>Us vs. Them</i> is written in 2018, and Bremer points to a future wave of global populism, which is derived from global disparity of wealth. Under the globalization, there are winners and losers. And the latter are frustrated and try to find potential enemies.</p> <p><i>The Power of Crisis</i> is rather recent, in 2023. In this book, Bremmer details how domestic and international conflicts leave us unprepared for a trio of looming crises—global health emergencies, transformative climate change, and the AI revolution.</p> <p>Third elements are news pieces from articles of Foreign Affairs. The theoretical elements are presented faithfully, by focusing on both their strengths and weaknesses. But again in this exercise too, we need to acquire the knowledge how we can survive in the dangerous world.</p> <p>This course sets the current issue contents for graduate students, while beginners can understand the contents without much difficulty.</p>	
Course content	
This course is basically designed as follows.	
1.	Introduction - from an article of Foreign Affairs
2.	Lecture - Realism, Liberalism, and Social Constructivism
3.	Lecture - International Political Economy and Global Governance
4.	Ian Bremer's <i>Us vs. Them</i> (1)
5.	<i>Us vs. Them</i> (2)
6.	<i>Us vs. Them</i> (3)
7.	<i>Us vs. Them</i> (4)
8.	<i>The Power of Crisis</i> (1)
9.	<i>The Power of Crisis</i> (2)
10.	<i>The Power of Crisis</i> (3)
11.	<i>The Power of Crisis</i> (4)
12.	Article of Foreign Affairs
13.	Article of Foreign Affairs
14.	Free discussion picking up a few issues

Prerequisites and registration requirements
Students are expected to read the materials before the class and actively participate in Q/A and discussions. Final weeks are used for free discussions by students' proposals. Final a few page memo is required (individual work). The course contents and class style are partly subject to change due to the number of students and the demand of the students.
Preparation for the course
As mentioned in the prerequisites, preparation (reading materials) is important.
Textbooks
Suggested readings
<ol style="list-style-type: none"> 1. John Baylis, Steve Smith & Patricia Owens (2011) "The Globalization of World Politics - An introduction to international relations", Oxford University Press. 2. John Ikenberry (2012) Liberal Leviathan Princeton University Press 3. Peter J. Katzenstein and Robert O. Keohane (eds) (2007) "Anti-Americanisms in World Politics", Cornell University Press. 4. Joseph S. Nye Jr. (2004) "Power in the Global Information Age - From realism to globalization", Routledge. 5. Robert Jackson & Georg Sorensen (2016) "Introduction to International Relations – Theories & Approaches", fifth edition. Oxford University. 6. Richard Haass (2017) "A World in Disarray", Penguin Press. 7. Amitav Acharya (ed. 2016) "Why Govern? – Rethinking Demand and Progress in Global Governance", Cambridge University Press.
How to provide Feedback to assignments
Students needs to make a reporting on one chapter or one material - not so bulky- and other people make questions and students may answer them in the class. In the free discussion part, each student can propose some topics and others can join in the discussion, including lecturer. About final memo, students need to submit a few page paper in the class web, and lecturer answer back short comments.
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 and contribution (40%); reporting, 1 or 2 times, depending on the class size (40%); and final memo (20%). Regarding reporting, 20–30 minutes presentation is given on one chapter or paper, using the memos or PPTs. It is graded based on the understanding of basic analytical perspectives and preparation for specific case analyses. Moreover, each student will be required to present his or her own final memo.
Other

Subject number : (GS)POL511E		
Name of Subject		Name of Professor
Introduction to Political Science		MAKI ANNA
Course description and Attainment target		
<p>COURSE DESCRIPTION: This course teaches fundamental political concepts and theories, providing students with the critical knowledge necessary to understand and analyze complex political situations in the contemporary world.</p> <p>OBJECTIVES: As a result of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. Understand the key concepts related to political science and explain them in your own words. 2. Have your ideas for solutions to a variety of political issues, both at home and abroad, by applying the theories and concepts of political science. 		
Course content		
Week	Theme	Contents
1	Can Politics Be a Science?	Understanding the scholarly study of politics, different from our partisan preferences.
2	Ways of Looking at Politics	A broad overview of political theories spanning from classical to contemporary.
3	Basic Political Institutions	Learning about the basic institutional choices that can make or break a state.
4	Trying to Safeguard Rights	The purposes of constitutions and the variety of "rights" in the modern world.
5	Political Regime and Democracy	The classification of political systems: democracy, authoritarianism, and totalitarianism.
6	The Underlying Values of Politics	Learning about political culture and the socialization process.
7	Polling the Citizenry	Understanding the main factors that produce public-opinion views.
8	Politics and the Media	Demonstrating the political impact of the modern mass media and the new "social media."
9	The Vehicles of Democracy	The function of political parties, and the party systems related to the electoral system.
10	Voting	Why people vote? How people vote? What wins elections?
11	Parliaments	Contrasting parliamentary and presidential system in terms of legislative authority and institutions.
12	Running a Government	Examining the thesis that bureaucratization is inevitable.
13	Government and Economy	What is political economy? What is the connections between politics and the economy?
14	Politics at the World Level	The characteristics of international relations, different from domestic politics.

Prerequisites and registration requirements
No prerequisites for this course. Classes will be delivered in a lecture format. We use PowerPoint slides and handouts to enhance your understanding. Passionate attitudes are most welcome.
Preparation for the course
Compulsory readings must be completed before classes. Working on review quizzes after each class is recommended.
Textbooks
M. G. Roskin, R. L. Cord, J. A. Medeiros, and W. S. Jones. 2014. <i>Political Science: An Introduction</i> . (13th edition). Essex: Pearson.
Suggested readings
D. W. Simon, J. Romance, and N. Riemer. 2020. <i>The Challenge of Politics</i> . (6th edition). Washington, D. C.: CQ Press.
How to provide Feedback to assignments
Essays and a final paper will be graded and returned with commentary through the class website.
Grading policy
Participation 20%, Short essays 40%, Final paper 40%
Other
None.

Subject number : (GS)POL511E		
Name of Subject		Name of Professor
Theories of Democracy		MAKI ANNA
Course description and Attainment target		
<p>COURSE DESCRIPTION: This course focuses on democratic theory. We will first explore historical changes in democratic theory, and then consider contemporary ideas and criticisms on democracy.</p> <p>OBJECTIVES: As a result of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. Explain the key ideas of major democratic theories in your own words. 2. Apply democratic theories to practically examine democracy in the contemporary world. 		
Course content		
Week	Theme	Contents
1	What is Democracy?	Understanding the concept of democracy through an examination of historical changes in democratic theories.
2	Democratic Theories in Thought and Practice	Distinguishing the theories of democratic ideas from the theories of democratic systems.
3	Liberal Democracy I: Freedom and Autonomy	Focusing on Rousseau and Kant to examine the fundamental idea of liberal democracy: freedom and autonomy.
4	Liberal Democracy II: Representation	Exploring the ideas of Burke, Pitkin, and Bakunin to understand the concept of political representation.
5	Liberal Democracy III: Majority Rule	Looking at the texts of Mill, Tocqueville, and Dahl to examine their thoughts on majority rule.
6	Liberal Democracy IV: Citizenship	Learning about the idea of citizenship from Aristotle and Marshall.
7	Critiques of Democracy	Three major critiques of liberal democracy: Marxist, Conservative, and Feminist.
8	Democratic Socialism	Left-wing democratic ideologies associated with the concepts of equality and egalitarianism.
9&10	Deliberative Democracy	Learning deliberative democracy from Habermas, Benhabib, and Estlund.
11&12	Radical Democracy and Populism	General arguments about populism in the modern world and the idea of radicalizing democracy.
13	Voting	Examining some contemporary theoretical writings on the matter of voting.
14	Participation	Exploring how political participation has been conceived in the history of democracy.
Prerequisites and registration requirements		
<p>No prerequisites for this course. Classes will be delivered in a lecture format. We use PowerPoint slides and handouts to enhance your understanding. Passionate attitudes are most welcome.</p>		

Preparation for the course
Compulsory readings must be completed before classes. Working on review quizzes after each class is recommended.
Textbooks
No textbook required.
Suggested readings
<p>R. Blaug and J. Schwarzmantel eds. 2001. <i>Democracy: A Reader</i>. Edinburgh: Edinburgh University Press.</p> <p>S. M. Cahn, A. T. Forcehimes, and R. B. Talisse eds. 2021. <i>The Democracy Reader: From Classical to Contemporary Philosophy</i>. Lanham: Rowman & Littlefield.</p> <p>A. Carter and G. Stokes eds. 1998. <i>Liberal Democracy and its Critics</i>. Cambridge: Polity Press.</p> <p>D. W. Simon, J. Romance, and N. Riemer. 2020. <i>The Challenge of Politics</i>. (6th edition). Washington, D. C.: CQ Press.</p>
How to provide Feedback to assignments
Essays and a final paper will be graded and returned with commentary through the class website.
Grading policy
Participation 20%, Short essays 40%, Final paper 40%
Other
None.

Subject number: (GS)POL521E		
Name of Subject		Name of Professor
Social Development		MINAMOTO YURIKO
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 development policies to capture the concept of social development with more comprehensive, holistic and cross sectoral social issues. Main theories such as Human Development, Capability approach, Social Capital and concept of “Well-being” will be discussed by reviewing the leading articles.</p> <p>After learning those theories, we will look at Japanese experiences of social development. Also, we are inviting our Visiting Professor, Dr. Toda, to provide two classes on well-being and human security.</p>		
Course content		
Week	Theme	Contents
1	Introduction: Course over-view	Historical insight of social development
2	Human development theory	Introducing a theory of human development as a new paradigm of development
3	Human capital and social development	Discussing human capital and its impact on development
4	Capability approach by Sen (1)	Introducing one of the critical theories related to the social development
5	Capability approach by Sen (2)	Discussing capability approach and policy interventions
6	Notion of social exclusion in global era	The definition of poverty that goes beyond the income, more related to social relationships
7	Social capital	Introducing social capital as a missing link of development
8	Role of social capital in social development	Emergence of social capital in various fields
9	Finally, defining social development	Developing theoretical framework of social development programs.
10	Case 1: Improvement of Livelihood Movement in Japan after the World War II	
11	Case 2: Intervention by Japanese NPO on Child poverty in Japan	
12	Well-being revisited	
13	Human security and well-being	
14	Wrap up/ Q&A and discussions	
Prerequisites and registration requirements		
N/A		

Preparation for the course
This class is a combination of lecture, discussion and literature reviews by the participants. The students are requested to read the related articles before the class. Active participation of the students is expected.
Textbooks
The copies of reading materials will be distributed in the class.
Suggested readings
<p>Fabian, M. A Theory of Subjective Wellbeing, Oxford University Press, 2022</p> <p>Midgley, J. and Hall, A. Social Policy for Development, Sage, 2004</p> <p>Haq, M., Reflections on Human Development, Oxford University Press, 1995</p> <p>Sen, A. Inequality Reexamined, Harvard University Press, 1992</p>
How to provide Feedback to assignments
Feedback to literature review and its presentation by each participant will be done during the class.
Grading policy
<ul style="list-style-type: none"> • Contribution to class discussion : 20% • Class presentations : 30% • End of term paper : 50%
Other

Subject number : (GS)ECN511E		
Name of Subject		Name of Professor
Econometrics A		KATO RAY RYUTA
Course description and Attainment target		
<p>This course introduces basic numerical tools from a very introductory level to students. This course first introduces basic statistics which is needed for understanding econometrics, and then it moves onto basic econometrics. The final goal of this course is to equip students who have no background on numerical tools with basic understanding and numerical methods in econometrics, which could be helpful for them to crystalize their research paper. The course basically consists of two sessions for each topic: The first session will be used to understand numerical methods theoretically, and then the second session will be devoted to computing with actual data, where Excel, EViews, and Stata will be used. No experience for such computer software is required. The course thus will be given in a computer room. This course does not assume any background on statistics or econometrics.</p>		
Course content		
Week	Theme	Contents
1st:	Easy Mathematics	Simple Mathematics for the course
2nd:	Basic Statistics 1	Defining and Collecting Data
3rd:	Basic Statistics 2	Visualization of Data
4th:	Basic Statistics 3	Descriptive Statistics
5th:	Basic Statistics 4	Probability
6th:	Basic Statistics 5	Probability Distribution I
7th:	Basic Statistics 6	Probability Distribution II
8th:	Basic Statistics 7	Hypothesis Testing I
9th:	Basic Statistics 8	Hypothesis Testing II
10th:	Simple Linear Regression Model I	Theory behind
11th:	Simple Linear Regression Model II	Computing
12th:	Interval Estimation and Hypothesis Testing I	Theory behind
13th:	Interval Estimation and Hypothesis Testing II	Computing
14th:	Review of the course	Theory and computing
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interests in data analysis and enthusiasm to try to use the numerical tools in analysis/research are both required.</p>		

Preparation for the course
Students are strongly suggested to go through the textbook and also supplementary textbooks. In particular, in order to get familiar with numerical methods, students are asked to use software used in the course as much as possible.
Textbooks
<p>Statistics Part: Levine, David M, Kathryn A Szabat, and David F Stephan (2019), Business Statistics: A First Course, 8th edition, Pearson (Print or E-Book)</p> <p>Econometrics Part: Hill, R Carter, William E Griffiths, and Guay C Lim (2017), Principles of Econometrics, 5th edition, Wiley (Print or E-Book)</p>
Suggested readings
<p>Briand, Benevieve, and R Carter Hill (2017), Using Excel for Principles of Econometrics, 5th edition, Wiley (E-book)</p> <p>Griffiths, William E, and R Carter Hill (2017), Using EViews for Principles of Econometrics, 5th edition, Wiley (E-book)</p> <p>Adkins, Lee C, and R Carter Hill (2017), Using Stata for Principles of Econometrics, 5th edition, Wiley (E-book)</p>
How to provide Feedback to assignments
Answers or an example of answers is uploaded so that students can download it. Comments are given back to students who submitted.
Grading policy
<p>An assignment : 100%</p> <p>The end of the term, students are asked to submit an assignment.</p>
Other

Subject number : (GS)ECN511E		
Name of Subject		Name of Professor
Econometrics B		KATO RAY RYUTA
Course description and Attainment target		
<p>Based on understanding of the contents of Econometrics A, this course continues to introduce other estimation tools in econometrics. The final goal of this course is to equip students who have no background on numerical tools with basic understanding and numerical methods in econometrics, which could be helpful for them to crystalize their research paper. The course basically consists of two sessions for each topic: The first session will be used to understand numerical methods theoretically, and then the second session will be devoted to computing with actual data, where Excel, EViews, and Stata will be used. No experience for such computer software is required. The course thus will be given in a computer room. This course assumes that students took Econometrics A.</p>		
Course content		
Week	Theme	Contents
1st:	Prediction, Goodness-of-Fit, and Modelling Issues I	Theory behind
2nd:	Prediction, Goodness-of-Fit, and Modelling Issues II	Computing
3rd:	Multiple Regression I	Theory behind
4th:	Multiple Regression II	Computing
5th:	Further Inference in the Multiple Regression I	Theory behind
6th:	Further Inference in the Multiple Regression II	Computing
7th:	Using Indicator Variables I	Theory behind
8th:	Using Indicator Variables II	Computing
9th:	Heteroskedasticity I	Theory behind
10th:	Heteroskedasticity II	Computing
11th:	Regression with Time-Series Data I	Theory behind
12th:	Regression with Time-Series Data II	Computing
13th:	Panel Data Models I	Theory behind
14th:	Panel Data Models II	Computing
Prerequisites and registration requirements		
<p>Econometrics A should be taken before this course. Or students who have basic knowledge of econometrics can take this course.</p>		

Preparation for the course
Students are strongly suggested to go through the textbook and also supplementary textbooks. In particular, in order to get familiar with numerical methods, students are asked to use software used in the course as much as possible.
Textbooks
Hill, R Carter, William E Griffiths, and Guay C Lim (2017), Principles of Econometrics, 5th edition, Wiley (Print or E-Book)
Suggested readings
<p>Briand, Benevieve, and R Carter Hill (2017), Using Excel for Principles of Econometrics, 5th edition, Wiley (E-book)</p> <p>Griffiths, William E, and R Carter Hill (2017), Using EViews for Principles of Econometrics, 5th edition, Wiley (E-book)</p> <p>Adkins, Lee C, and R Carter Hill (2017), Using Stata for Principles of Econometrics, 5th edition, Wiley (E-book)</p>
How to provide Feedback to assignments
Answers or an example of answers is uploaded so that students can download it. Comments are given back to students who submitted.
Grading policy
<p>An assignment : 100%</p> <p>The end of the term, students are asked to submit an assignment.</p>
Other

Subject number : (GS)ECN551E		
Name of Subject		Name of Professor
Public Finance and Social Welfare		TANAKA HIDEAKI
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. That is for discussing the role of government. 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. It also aims to enhance critical thinking skill necessary for administrators and researchers. Those who take this course will be invited for a field trip to local areas in Japan, which aims to learn economic, social and regional developments in Japan.</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 reforms, 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"> 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
<p>The list of references is provided at the first class, which includes the following as general references;</p> <p>Stephen J. Bailey, 2002, Public Sector Economics, Second edition, Palgrave Macmillan</p> <p>J. E. Stiglitz, 2002, Economics of the Public Sector, Norton & Co. Inc</p> <p>Jonathan Gruber, 2005, Public Finance and Public Policy, Worth Publishers</p> <p>John Cullis and Philip Jones, 2009, Public Finance and Public Choice: Analytical Perspectives, Third edition, Oxford University Press</p> <p>Holley H. Ulbrich, 2011, Public Finance in Theory and Practice, Second edition, Routledge</p> <p>Arye L. Hillman, 2019, Public Finance and Public Policy: A Political Economy Perspective on the Responsibilities and Limitations of Government, Cambridge University Press</p>
How to provide Feedback to assignments
<p>The lecture explains how to write a term paper about one month before the final class. If a student writes an outline of his or her term paper, suggestions and advices on it are provided. Comments on a term paper is also provided by the beginning of the next term through Oh-o! Meiji.</p>
Grading policy
<p>Class contribution: 30%, Presentation at class: 30%, Term paper: 40%</p> <p>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.</p> <ol style="list-style-type: none"> (1) Are major points summarized clearly? (2) A longer presentation may lose points for score. It should be completed within 20 minutes in principle. <p>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.</p> <ol style="list-style-type: none"> (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. <p>Score of a term paper depends on the following criteria.</p> <ol style="list-style-type: none"> (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

Subject number : (GS)ECN511E		
Name of Subject		Name of Professor
Economics A		KATO RAY RYUTA
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	Economic Models I	Chapter 1
2nd	Economic Models II	Chapter 1
3rd	Preferences, Choices and Utility Maximization I	Chapter 2
4th	Preferences, Choices and Utility Maximization II	Chapter 2
5th	Demand Curves and Elasticity I	Chapter 3
6th	Demand Curves and Elasticity II	Chapter 3
7th	Production I	Chapter 6
8th	Production II	Chapter 6
9th	Cost Functions I	Chapter 7
10th	Cost Functions II	Chapter 7
11th	Profit Maximization and Supply I	Chapter 8
12th	Profit Maximization and Supply II	Chapter 8
13th	Perfect Competition	Chapter 9
14th	Final exam and answers	Final exam and provision of answers

Prerequisites and registration requirements
There is no specific prerequisite. However, interests 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 efforts to get familiar with mathematical tools are also essential.
Preparation for the course
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.
Textbooks
Nicholson, Walter, and Christopher Snyder (2015), Intermediate Microeconomics and Its Application, 12th Edition, Cengage ISBN-13: 9781133189022 ISBN-10: 1133189024
Suggested readings
While any textbook on microeconomics is useful to understand this course, the following book is suggested to go through. Varian, Hal R (2014) Intermediate Microeconomics with Calculus: A Modern Approach, WW Norton & Co ISBN-10: 0393937143; ISBN-13: 978-039393714537143
How to provide Feedback to assignments
Answers or an example of answers is uploaded so that students can download it. Comments are given back to students who submitted.
Grading policy
An assignment : 100% The end of the term, students are asked to submit an assignment.
Other

Subject number : (GS)ECN511E		
Name of Subject		Name of Professor
Economics B		KATO RAY RYUTA
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	Mathematical tools	Differentiation
4th	Mathematical tools	Applications to macroeconomics
5th	Economic Growth I	Growth Accounting and Solow Model I
6th	Economic Growth II	Solow Model II
7th	Economic Growth III	Endogenous Growth Model
8th	Macroeconomics without Microeconomic Foundations I	What is the IS-LM model ?
9th	Macroeconomics without Microeconomic Foundations II	Extensions of the IS-LM model
10th	Market, Prices, Supply and Demand	Optimal Decision and Markets
11th	Consumption, Saving, and Investment	Optimal Behavior of Households in Macroeconomics
12th	An Equilibrium Business Cycle Model	Short-run Fluctuations and Model Prediction
13th	Capital Utilization and Unemployment	Elastic supply of capital services and unemployment
14th	Final exam and answers	Final exam and provision of answers

Prerequisites and registration requirements
There is no specific prerequisite. However, interests 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 efforts to get familiar with mathematical tools are also essential.
Preparation for the course
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.
Textbooks
Barro, Robert J., Angus C. Chu, and Guido Cozzi (2017), Intermediate Macroeconomics, 1st Edition, Cengage ISBN-13: 9781473725096 ISBN-10: 1473725097
Suggested readings
While any textbook on macroeconomics is useful to understand this course, the following book is suggested to go through. Mankiw, N Gregory (2017) Principles of Economics, 8th edition, South-Western Pub ISBN-10: 1305585127, ISBN-13: 978-1305585126
How to provide Feedback to assignments
Answers or an example of answers is uploaded so that students can download it. Comments are given back to students who submitted.
Grading policy
An assignment : 100% The end of the term, students are asked to submit an assignment.
Other

Subject number : (GS)POL521E		
Name of Subject		Name of Professor
Evaluation Theory and Practice		MINAMOTO YURIKO
Course description and Attainment target		
<p>This course serves as an introduction to “Program Evaluation”; evaluation methodology commonly used in public sector to contribute to solving various social problems in society. “Program evaluation” is widely used evaluation approach, incorporating critical components in formulation and implementation of policies and programs. Evaluation can provide information to policy makers, program managers or citizens to 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. Hands-on exercise of various case studies will be conducted in the class.</p>		
Course content		
Week	Theme	Contents
1	Introduction to Program Evaluation	Discussion on basic concepts of evaluation: history, definition, domain, objectives and contribution of evaluation/who are evaluators.
2	Types of Evaluation Approaches	Introducing different types of evaluation approach
3	Tailoring Evaluation	Introducing five evaluation domains and how to develop evaluation questions
4	Program Theory and Logic Model (1)	Introducing a main tool of program evaluation and its utilization to develop evaluation
5	Program Theory and Logic Model (2)	Logic model exercise to deeply understand its concept and use
6	Evaluation Design (1)	Understanding concept and design of “Theory evaluation” and “Process evaluation”
7	Evaluation Design (2)	Introducing basic data collection methods for evaluation
8	Evaluation Design (3)	Understanding concept and design of “Impact evaluation”
9	Quiz and review	
10	Case Exercise (1)	Constructing a logic model
11	Case Exercise (2)	Indicators, data collection and analysis and comparison criteria
12	Case Exercise (3)	Presentation of the group work and feedback
13	Case (1)	Policy evaluation at municipal level in Japan
14	Case (2)	JICA's evaluation system and issues/ Wrap up
Prerequisites and registration requirements		
<p>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.</p>		

Preparation for the course
The participants need to read handout materials either for preparation or review.
Textbooks
Copies of reading materials will be distributed in the class.
Suggested readings
<p>Patton M.Q. (2001) Utilization-Focused Evaluation, The New Century Text, 3rd edition, Sage Publications</p> <p>Rossi, Peter H., Freeman, Howard E., and Lipsey, Mark W. (2003) Evaluation: a systematic approach, 7th ed., Sage</p> <p>Weiss, C. H. (1998) Evaluation, 2nd ed. Prentice-Hall</p>
How to provide Feedback to assignments
Feedback for group works and quiz will be provided during the class.
Grading policy
<p>Class participation and contribution to the discussions: 20%</p> <p>Quiz: 20%</p> <p>Term paper: 60%</p>
Other

Subject number : (GS)POL521E	
Name of Subject	Name of Professor
Total Quality Management in Public Sector	NISHIDE JUNRO
Course description and Attainment target	
<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 the 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>	
Course content	
<ol style="list-style-type: none"> 1 Introduction of the Class, Work Shop 1, 2 WSP 1, Group Presentation 3 TQM book : Chap.1 • 2, 4 TQM book: First part of the Chap.3, 5 TQM book: Last part of the Chap.3, 6 CASE METHOD: Ethics 7 CASE METHOD: TQM tool 8 CASE METHOD: Evaluation 9 SWOT Analysis (Simulation Game), 10 Stake Holder Analysis (Simulation Game), 11 Feasibility Analysis (Simulation Game), 12 Game Discussion 1 13 Game Discussion 2 14 Presentation 	
Prerequisites and registration requirements	
<p>International students with at least 3 years of work experience in the public sector are eligible for this course.</p>	
Preparation for the course	
<p>Every student is required to read and understand the chapters of the textbooks before attending to the presentation session of those chapters.</p>	
Textbooks	
<p>Hosotani, Katsuya (1992) The QC Problem Solving Approach: Solving Workplace Problems the Japanese Way, 3A Corporation</p> <p>Others</p>	

Suggested readings
None.
How to provide Feedback to assignments
Lecture assignments will be discussed during the next lecture.
Grading policy
Reports on Assigned Readings (40%) Participation to Classroom Discussions (20%) Term Papers (40%)
Other

Subject number : (GS)POL528E	
Name of Subject	Name of Professor
Quality Management in Japanese Public Sector	NISHIDE JUNRO
Course description and Attainment target	
<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 quallity 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>	
Course content	
<p>Major aims of the field research are :</p> <ul style="list-style-type: none"> A. Understanding QM B. Understanding major difficulties in QM in Japanese public sector C. Learning the process of introducing QM system in leading public organizations 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 	
Prerequisites and registration requirements	
<p>International students are eligible for this course.</p> <p>The precise schedule will be announced before the end of the spring semester.</p>	
Preparation for the course	
<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>	
Textbooks	
<p>The students are expected to read the text book and handout materials before the class.</p>	
Suggested readings	
<p>None.</p>	
How to provide Feedback to assignments	
<p>Lecture assignments will be reviewed by the class reports.</p>	
Grading policy	
<p>Contribution to the class (40%)</p> <p>Term paper (60%)</p>	
Other	
<p>The fee (around ¥ 40,000) for the field research is to be paid by attendants by themselves basically.</p>	

Subject number : (GS)POL511E		
Name of Subject		Name of Professor
Negotiation in the Public Sector		MATSUURA MASAHIRO
Course description and Attainment target		
<p>Negotiation is an integral part of everyday business. Even in the public sector, each officer negotiates with wide varieties of stakeholders, both inside and outside the office, in various stages of policy-making and implementation.</p> <p>Theory and practice of negotiation has been explored, particularly in the United States, for the last forty years. Most professional schools (e.g., public policy and business schools) around the world offer basic trainings on negotiation as an essential skill for professionals. This course follows the format of standard negotiation trainings in American professional schools.</p> <p>The course will provide an overview of theories and techniques for negotiation analysis. It will also cultivate practical negotiation skills through role-play simulations. Each student will be asked to play negotiator's roles in simulated settings. Negotiation is a practical skill; it has to be cultivated through exercises.</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		
<p>Participation in the negotiation exercises constitutes a crucial part of this course. For each exercise, an instruction material will be distributed IN ADVANCE. Each student MUST read the material BEFORE the exercise so that s/he can play the role appropriately. The learning experience of other students will be substantially harmed if a student failing to understand the instructions, which will be penalized through his/her final grading.</p>		
Preparation for the course		
<p>Each student should reflect on lectures by the instructor and apply and test the skills during the simulated negotiation exercises.</p>		
Textbooks		
<p>Fisher, R. and Ury, W. (1991). Getting to Yes, Penguin.</p>		
Suggested readings		
<p>Lax, D. and Sebenius, J. (1987). Manager as Negotiator, Free Press.</p>		
How to provide Feedback to assignments		
<p>Each short essay will be returned with instructor's feedback comments and grading.</p>		
Grading policy		
<p>Class engagement 30%; five short essays reflecting the exercise 40%; and the final exam 30%.</p> <p>Short Essays: Following each simulated negotiation exercise, you are asked to submit a short essay, with no more than 400 words, describing the lessons that you draw from the experience in the simulated exercise, before noon, one week after the exercise.</p>		
Other		
<p>This course will NOT provide instructions for psychological tactics and positional "hard" bargaining.</p>		

Subject number : (GS)POL531E	
Name of Subject	Name of Professor
Government and Politics in Developing Countries	SASAOKA YUICHI
Course description and Attainment target	
<p>This course is investigating the relationship between the government and politics in the developing countries. Today we are witnessing a transformative change both in the politics of what has conventionally been referred to as the Developing World (formerly Third World, comprising much of Asia, Africa, Latin and Central America, the Caribbean and the Middle East) and in the way we usually consider about the political changes and transformation. Based on this recognition, this course can serve as an optimal provision of knowledge to governance and politics, which covers structural conditions and constraints, dynamic process and internally and externally - driven development processes.</p> <p>The fifth edition textbook analyses these processes of changes that are transforming the politics of the Developing World. It reveals central political themes and issues in the developing world, such as globalization, inequality, identity, religion, the military, democracy, the environment, and policy development. First several chapters deal with theoretical issues, and then more applied analyses of state, society, regime and policy are deepened in the following concrete cases including country analyses. In the following part, students are expected to consider and explain the country case to which students are interested in or related to. In these weeks, one student can provide a reporting on one topic, conduct Q & A, and join the discussions.</p> <p>Hopefully, students can pick up one chapter and make a report on it. Also, it is helpful if students can explain each country's political situations and history as an alternative topic, or the issue of state boundary, related to the limitation of modern government, in the class.</p>	
Course content	
The model type of the lecture and course management.	
I. Theoretical Foundation - lecture	
1.	Introduction / Approaches and Global Context
2.	Society and State
3.	Policy Issues
4.	Political Process and Regime Change
II. Applied Analyses - Concrete Case or Chapter (the below is just a tentative example.)	
5.	Fragile versus Strong States
6.	Development and Human Rights
7.	Democracy
8.	Ethnicity
9.	Religion
10.	Developmentalism
11.	External Influences
12.	South-South Relations

III. Summary and Conclusion	
13.	Summary and Conclusion
14.	Free Discussions
Prerequisites and registration requirements	
Students are expected to read the textbook and references before attending the class and participate actively and make a significant contribution in the class.	
Preparation for the course	
As mentioned in the prerequisites.	
Textbooks	
Peter Burnell, Vicky Rabdall and Lise Ranker (2017) "Politics in the Developing World", fifth edition. Oxford University Press.	
Suggested readings	
Alex Thompson (2010) "An Introduction to African Politics", third edition. Routledge.	
How to provide Feedback to assignments	
Students may make a reporting on one chapter of the textbook, or make a presentation on country case or a chosen topic. Each time, faculty and students make Q & A and start the discussions based on these topics. Students are supposed to write a final memo (2-3 pages) and faculty can provide the comments if asked.	
Grading policy	
Regular class participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: course participation and contribution (50%); reporting (30%); and final memo (20%).	
Other	

Subject number : (GS)ECN558E		
Name of Subject		Name of Professor
Public Governance and Management		TANAKA HIDEAKI
Course description and Attainment target		
<p>This course is intended to provide a framework for thinking about how governments can strengthen public governance and attain sound fiscal performance and to give guidance on the key elements of them, in particular 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 and improving government finances actually.</p> <p>The first part (class No.1-2) introduces the framework of public financial management. The second part (class No.3-12) discusses specific issues on financial management, budgeting and accounting. The last part (class No.13-14) covers wider issues of public sector reform. Those who take this course will be invited for a field trip to local areas in Japan, which aims to learn economic, social and regional developments in Japan.</p>		
Course content		
Week	Theme	Contents
1	Introduction	Objective and outline of course, Scope of government, Public financial management, budget and political institutions
2	Political economy of public finance and budget system	Nature and problems of government finance including common pool problem, Budget and fiscal institutions, political institutions and electoral system, Determination of deficit and debt, Legal framework of budget, Budget systems, coverage and classification of budget, Budget process, cash management
3	Evaluation and performance	Theories of evaluation and performance measurement, Logic model and short exercise, Strategic plan and management
4	Evaluation and performance	Theories of evaluation and performance measurement, Logic model and short exercise, Strategic plan and management
5	Evaluation and performance	Theories of evaluation and performance measurement, Logic model and short exercise, Strategic plan and management
6	Performance budgeting	Theories and practices of performance budgeting How to link evaluation and resource allocation

7	State own enterprise and privatization	Nature and classification of goods and services, Pros and Cons of SOE and Government corporations, Development of privatization
8	Agency, outsourcing and PFI/PPP	Unbundle of government services, Alternatives to provide public services, Private Finance Initiative (PFI) / Public Private Partnership (PPP)
9	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.
10	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
11	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
12	Medium-term fiscal framework	How to manage medium-term fiscal framework (MTFF)
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
14	Conclusion	Summary and conclusion of the course
Prerequisites and registration requirements		
Preparation for the course		
<p>Each class is basically organized as follows.</p> <ol style="list-style-type: none"> 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
<p>The list of references is provided at the first class, which includes the following as general references;</p> <p>Richard Allen, Richard Hemming and Barry H. Potter, 2013, The International Handbook of Public Financial Management, Palgrave Macmillan</p> <p>Salvatore Schiavo-Campo, 2017, Government Budgeting and Expenditure Management: Principles and International Practice, Routledge</p> <p>OECD, 2019, Budgeting and Public Expenditures in OECD Countries 2019</p> <p>OECD, 2019, Government at a Glance Southeast Asia</p> <p>IMF, 2022, PIMA Handbook: Public Investment Management Assessment</p>
How to provide Feedback to assignments
<p>The lecture explains how to write a term paper about one month before the final class. If a student writes an outline of his or her term paper, suggestions and advices on it are provided. Comments on a term paper is also provided by the beginning of the next term through Oh-o! Meiji.</p>
Grading policy
<p>Class attendance: 30%, Presentation at class: 30%, Term paper: 40%</p> <p>A presentation summarizes the content of references above in which a student is interested.</p> <p>They can also choose other references based on the lecturer's approval. Score of a presentation depends on the following criteria.</p> <ol style="list-style-type: none"> (1) Are major points summarized clearly? (2) A longer presentation may lose points for score. It should be completed within 20 minutes in principle. <p>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.</p> <ol style="list-style-type: none"> (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. Proposals for reform can be included. (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. <p>Score of a term paper depends on the following criteria.</p> <ol style="list-style-type: none"> (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

Subject number : (GS)POL628M	
Name of Subject	Name of Professor
Current Development in Public Policy and Management	MAKI ANNA
Course description and Attainment target	
<p>This course introduces some of the significant developments in the field of public policy and public management today, focusing on collaboration with profit / non-profit sectors and local communities.</p> <p>We mainly take up current developments in public sector or nonprofit sector in Japan. Front runners in those sectors who are alumni of the Graduate School of Governance Studies will be invited to be resource persons. There will also be two field trips to local governments and local communities where innovative measures of collaboration among multi stakeholders are practiced. Local tourism promotion & management and community-based environment restoration & conservation will be the topics.</p> <p>Another important feature of this course is to provide the platform to both Japanese and international students to exchange own experience, opinions through dialogue on such questions as: What kind of approach could be taken to the similar kinds of issues in public sector in respective home country?</p> <p>In order to take the best advantage of the Graduate School of Governance Studies, in which majority of Japanese/International students have rich, practical experiences in the fields of public services, Interpreters (English and Japanese) will attend at all the classes and field trips to support students to enjoy active discussion beyond the difference of language. The course is offered as a four-day intensive course including two field trips.</p>	
Course content	
<p><Day 1></p> <p><u>(1) Introducing each others to become partners</u></p> <p>All the students are expected to share own experiences in the field of public services. It is important to know each others as every student should be partners to explore new things together throughout the course.</p> <p><u>(2) & (3) Panel discussions and Q/A</u></p> <p>Alumni of the school who are the front runners of public policy/management in various field will be invited to be panelists introducing own unique experiences in each field.</p> <p><Day 2></p> <p><u>(4) – (7) Field Trip A</u></p> <p>Topic: Environment Restoration and Conservation</p> <p>Place to visit: Sub-urban city around Tokyo where community-based natural environment restoration and conservation activities are implemented by non-profit organization collaborating with local government and local communities</p> <p>Points to learn: What is important to restore and conserve natural environment in urban / sub-urban cities? How local communities and non-profit organizations can be involved?</p> <p><Day 3></p> <p><u>(8) – (11) Field Trip B</u></p> <p>Topic: Tourism Promotion and Management</p> <p>Place to visit: One of the cities in Tokyo where local tourism collaborating with various stakeholders is practiced by the local government</p>	

Points to learn: What is important to promote and manage community-based tourism? What are the roles of local government to facilitate initiatives of local profit / non-profit sectors to collaborate?

<Day 4>

(12) & (13) Reviewing field trips and sharing

Students (international and Japanese mixture) are requested to review the field trips and share the learning.

(14) & (15) Concluding lecture and group discussions

Concluding lecture on current development of collaborative management will be given followed by group discussions to wrap up

Prerequisites and registration requirements

Review of field trips is necessary to participate in the discussion at the class.

Preparation for the course

Review of field trips is necessary to participate in the discussion at the class.

Textbooks

This course is open for both Japanese students and International students. Since No text books are assigned.

Suggested readings

References or hand outs will be distributed in each class.

How to provide Feedback to assignments

Feed back to the reports will be sent to each student through oh-o! Meiji.

Grading policy

Contribution to class discussions: 40%

Reports for field trips: 60%

Other

Subject number : (GS)POL611E		
Name of Subject		Name of Professor
Consensus Building and Sustainability Transition		MATSUURA MASAHIRO
Course description and Attainment target		
<p>The course deals with two essential themes in policy-making processes: consensus building and sustainability transition.</p> <p>Consensus building is an integral part of policy-making in any part of the world. Through community meetings, policy-makers need to negotiate and reach an agreement with a wide variety of stakeholders in order to implement their proposals. Other modes of public engagement for deliberative democracy have been explored in recent years as well. For example, Climate Assemblies organized in different parts of Europe convene randomly sampled citizens and ask them to deliberate on climate policy in a “mini-publics” format.</p> <p>In addition, the sustainability transition (transformation) has become a critical issue in the face of climate change worldwide. For example, the transition from internal combustion engines to battery electric vehicles has to be accelerated in developed nations to meet the mandates. The theory and practice of transition management seek to accelerate sustainability transition by strategically promoting frontrunners and softening the incumbent regimes.</p> <p>This course will review theories of public participation and democratic engagements and provide practical instructions for designing processes for negotiation, deliberation, or sustainability transition. The course aims to nurture students’ skills in designing and managing appropriate public participation and transition processes 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). Breaking Robert's Rule. Oxford University Press.		
Suggested readings		
Susskind, L. and Cruikshank, J. (1987). Breaking the Impasse. Basic Books.		
How to provide Feedback to assignments		
Instructions will provide commentaries to proposed participatory processes in the class.		
Grading policy		
Class participation 50%, Student presentation 15%, Process design exercise 20%, Final short essay (3 pages, single spaced) 15%.		
Other		

Subject number : (GS)POL131E	
Name of Subject	Name of Professor
Cutting-edge Local Government Policies	KIMURA SHUNSUKE
Course description and Attainment target	
<p>In his policy speech, Prime Minister Ishiba has placed <i>the regional development</i> at the top of his domestic policy agenda. In domestic administration, the local governments are tackling social issues on the front lines of public administration. In addition, the local governments play major roles in the country's overall democracy itself, as they operate on the front lines of public administration closer to citizens than the central government. With these perspectives, this lecture will examine domestic governance structures from both <i>and practical perspectives</i> concerning local government.</p> <p>Each sub-national government faces a number of common challenges. Broadly speaking, there are four main areas</p> <p>A. Institutional framework:Fiscal decentralization reform and sub-national governments, and Elimination of fiscal disparity.</p> <p>B Administrative Management and Subnational governments:Restraints and balances within governments, Gender Equality in policy formation, Anti-corruption, and PPPs.</p> <p>C. Policy Challenges and Subnational governments: Climate change, Nuclear energy, Crisis management (pandemic), SDGS, and Digital policy.</p> <p>D. Citizens and Subnational Governments: Taxpayer lawsuits, Citizens' direct claims, Citizen participatory Budgeting.</p> <p>This lecture will focus on these topics and discuss what social or political structural factors are involved and what ideas are needed to solve the problems.</p>	
Course content	
<p>The lecturer is a former national civil servant (Ministry of the Interior) with work experience in central Government (Ministry), regional government (Gifu Prefecture, financial division head), and basic local government (Matsuyama City, deputy mayor).</p> <p>The lecturers will give lectures from the viewpoint of theory and practice based on the practical experience of local administration.</p> <p>Lecture Plan.</p> <p>A Institutional framework and sub-national governments</p> <p>Lect.1 Fiscal decentralization reform and sub-national governments</p> <p>Lect.2 Elimination of fiscal disparity and sub-national governments</p> <p>B Administrative Management and Quasi-State Governments</p> <p>Lect.3 Restraints and balances within sub-national governments</p> <p>Lect.4 Gender Equality in Policy Formation</p> <p>Lect.5 Anti-corruption</p> <p>Lect.6 PPPs and sub-national governments</p> <p>C. Policy Challenges and Subnational Governments</p> <p>Lect.7 Climate change and sub-national governments</p> <p>Lect.8 Nuclear energy and sub-national governments</p> <p>Lect.9 Crisis management and sub-national governments</p> <p>Lect.10 SDGS and sub-national governments</p> <p>Lect.11 Digital policy and sub-national governments</p>	

D Citizens and Parastatal Government

Lect.12 Citizens' direct claims against sub-national governments

Lect.13 Taxpayer lawsuits

Lect.14 Citizen Participatory Budgeting

In addition, a field trip is planned; e.g, visit to the the national Diet.

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 distributed in advance.

Suggested readings

I . Reference

- Michio Muramatsu, et al eds. "Local Government Development in Post-War Japan", Oxford University Press, 2001
- Kurt Steiner, "Local Government in Japan", Stanford University Press, 1965

II . Lecturer's Works

1 . Books

1.1. Local Governance in Japan (Springer,2025) Chapt2

https://link.springer.com/chapter/10.1007/978-3-031-77322-8_2

1.2. Local Administration in Japan (Routledge, 2017)

2 . Papers

2.1. Local Government

2.1.1. The MIC and the reform of local government

<http://hdl.handle.net/10291/0002000824>

2.1.2. A MULTILAYERED CHECK-AND-BALANCE SYSTEM -TRENDS OF A DUAL REPRESENTATIVE SYSTEM IN JAPANESE LOCAL ADMINISTRATION

<http://hdl.handle.net/10291/21596>

2.2. Local Finance

2.2.1. Decentralization of Authority and Local Government Finance in Three Asian Nations

<http://hdl.handle.net/10291/21148>

2.2.2. GOALS AND REFORMS OF CURRENT JAPANESE LOCAL TAX SYSTEM

<http://hdl.handle.net/10291/21597>

2.2.3. Challenges of Japan's Water Governance in a Shrinking Society

<http://hdl.handle.net/10291/22621>

2.2.4. Water Supply Consolidation Prospect -Accomplishments and Challenges of Water Supply Enterprise Associations-

<http://hdl.handle.net/10291/21436>

2.2.5. Water - supply Management in Japanese Shrinking Society

<http://hdl.handle.net/10291/0002000748>

2.3. Inter-municipal Cooperation

2.3.1. Inter-Municipal Cooperation and Regional Waste Management in Japan

<http://hdl.handle.net/10291/21791>

2.3.2. The possibility of wide-area cooperation -A study of unified wide-area waterworks management

<http://hdl.handle.net/10291/00022907>

2.4. Urban Policy

2.4.1. Community Development and Local Public Transportation Systems

<http://hdl.handle.net/10291/21133>

2.4.2. Outlook for Facility Management in Urban Local Governments -Fiscal Challenges and the Future Social Landscape

<http://hdl.handle.net/10291/20443>

2.4.3. Perceptual Changes to Urban Policies

<http://hdl.handle.net/10291/21060>

2.4.4. What are the Keys for Sustainable Cities in Japanese Case?-

<http://hdl.handle.net/10291/21061>

2.4.5. The Change of Japanese Metropolises

<http://hdl.handle.net/10291/21147>

2.5. Crisis Management

2.5.1. Special Measures Act concerning the New Coronavirus Measures -A Signpost to Act on Special Measures for Pandemic Influenza and New Infections Diseases Preparedness and Response and the Administrative Law

<http://hdl.handle.net/10291/21843>

2.5.2. Pandemic and Change of Japanese Local Administration

<http://hdl.handle.net/10291/00023119>

How to provide Feedback to assignments

Grading policy

Participation in discussions (20%), Presentation (20%), 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 governmental activities and the dynamism of the home civil service.

Subject number : (GS)POL691E	
Name of Subject	Name of Professor
Terrorism and Political Violence	KOBAYASHI YOSHIKI
Course description and Attainment target	
<p><COURSE OBJECTIVE:></p> <ul style="list-style-type: none"> - This course aims to cultivate students' critical analysis skills in addressing practical issues related to terrorism and counterterrorism policies. The approach <u>integrates academic theories and frameworks</u>, primarily from U.S. and Western perspectives. - Students will develop the capability to identify and resolve counterterrorism challenges through <u>the application of academic theories and practical considerations</u>. - The objective aligns with the Diploma Policy of the Graduate School of Governance Studies, that is, "<i>to gain logical and practical ability to address the various social issues they face.</i>" <p><ATTAINMENT TARGETS:></p> <ul style="list-style-type: none"> - By completing this course, students are expected to: <ol style="list-style-type: none"> (1) Comprehend and articulate fundamental theoretical concepts and terms in terrorism studies. (2) Evaluate critical questions within terrorism studies from both scholarly and practical perspectives. (3) Analyze the backgrounds of media-reported terrorism incidents using theoretical frameworks. (4) Formulate policy recommendations for counterterrorism issues based on academic approaches and theoretical frameworks. <p><TEACHING METHODOLOGIES:></p> <ul style="list-style-type: none"> - The course comprises instructor-led lectures and student-led class discussions. - Active student participation is expected during discussions, complemented by brief instructor lectures on designated topics. 	
Course content	
<p><Part 1: Introduction></p> <p>(01) Syllabus Overview</p> <ul style="list-style-type: none"> - This session provides a comprehensive overview of the course, outlining the syllabus, overall schedule, and evaluation methodology. <p><Part 2: Basic Theories></p> <p>(02) Defining Terrorism (Readings: Sandler 1 & 6; Bakker 1; Forest 1)</p> <ul style="list-style-type: none"> - This session discusses the academic debate on the definition of terrorism, addressing essential elements, distinctions from ordinary crime, significance, and definitional challenges. <p>(03) History of Terrorism (Readings: Bakker 2; Forest 2)</p> <ul style="list-style-type: none"> - This session examines the history of terrorism using the "four waves" framework. <p>(04) Causes of Terrorism (Readings: Sandler 2; Bakker 4; Forest 3)</p> <ul style="list-style-type: none"> - This session investigates multiple perspectives on why terrorism occurs, utilizing an integrated causation and opportunity theories framework. <p>(05) Terrorism Asymmetries (Reading: Sandler 5)</p> <ul style="list-style-type: none"> - This session explores "terrorism asymmetries," a critical feature of terrorism, from diverse perspectives. <p>(06) Terrorism Finance, Methodologies, and Organizations (Readings: Sandler 3; Forest 5-7)</p> <ul style="list-style-type: none"> - This session analyzes financing characteristics, attack methodologies, and organizational patterns of terrorists and groups. 	

<p>(07) Counterterrorism Policies (Readings: Sandler 4; Bakker 5)</p> <ul style="list-style-type: none"> - This session evaluates the pros and cons of counterterrorism policies from multiple perspectives, utilizing integrated theoretical frameworks. <p>(08) Terrorism Situation and Counterterrorism Policies in Japan</p> <ul style="list-style-type: none"> - This session applies academic frameworks to analyze Japan's terrorism history and counterterrorism policies. <p><Mid-terms></p> <p>(09) Mid-term Presentations by Students</p> <p><Part 3: Practical Issues in Terrorism and Counterterrorism></p> <p>(10) Global Terrorism Trends - Overview</p> <ul style="list-style-type: none"> - This session provides an overview of the current global terrorism situation. <p>(11) Al-Qaida and ISIS (Reading: Forest 11 & 12)</p> <ul style="list-style-type: none"> - This session provides an overview of the history and recent developments of the Muslim violent extremism terrorist <p>(12) Domestic Terrorism in the U.S. / Far-Right Terrorism (Reading: Forest 10)</p> <ul style="list-style-type: none"> - This session provides an overview of the history and recent developments of domestic terrorism in the United States, particularly far-right terrorism. <p><Part 4: Wrap-Up and Final Presentations></p> <p>(13) Wrap-up and Review</p> <ul style="list-style-type: none"> - This session facilitates a comprehensive review and summary of the entire course. <p>(14) Final Presentations by Students</p>
Prerequisites and registration requirements
<ul style="list-style-type: none"> - No prerequisite knowledge required. Open to students interested in international politics, public safety, and national security. - Emphasis on developing analytical skills for practical problem-solving using academic theoretical frameworks.
Preparation for the course
<p><READING ASSIGNMENTS:></p> <ul style="list-style-type: none"> - Completion of assigned readings (specific textbook chapters) before each class for participation in topic discussions. <p><CLASS NOTES:></p> <ul style="list-style-type: none"> - Submission of short comments within 24 hours post-class via the DISCUSSION function of the Oh-o! Meiji Class web page. - Comments should reflect critical and unique thinking, applying academic theories to practical scenarios.
Textbooks
<ul style="list-style-type: none"> • Sandler, Todd (2018), <i>Terrorism - What Everyone Needs to know</i> (Oxford University Press) • Bakker, Edwin (2022), <i>Terrorism and Counterterrorism Studies - Comparing Theory and Practice (Second Revised Edition)</i> (Leiden University Press) • Forest, James (2019), <i>Terrorism Lectures (Third Edition)</i> (Nortia Press)
Suggested readings
<ul style="list-style-type: none"> • Martin, Gus (2022), <i>Essentials of Terrorism: Concepts and Controversies (Sixth Edition)</i> (SAGE Publications) • Hoffman, Bruce (2017), <i>Inside Terrorism (Third Edition)</i> (Columbia University Press)

How to provide Feedback to assignments
<ul style="list-style-type: none"> - Instructor feedback on class notes and term papers through the Oh-o! Meiji. - Students can inquire via email or other means for additional clarification.
Grading policy
<p><GRADING ALLOCATION:></p> <ul style="list-style-type: none"> - Class Notes: 40% - Term Paper: 60% <p><TERM PAPER:></p> <ul style="list-style-type: none"> - Topic selection open to student interests, analyzing practical issues using introduced theoretical frameworks. - Paper length: Approximately 2,000 to 3,000 words without references and appendices. - Presentations: Mid-term proposal and final presentation. - Submission through the Oh-o! Meiji system.
Other
<ul style="list-style-type: none"> - Instructor contact: ykobayashi@meiji.ac.jp - Face-to-face or online individual meetings upon email arrangement for course-related queries.

Subject number : (GS)POL641E	
Name of Subject	Name of Professor
Crisis Management and International Politics	KOBAYASHI YOSHIKI
Course description and Attainment target	
<p><Course Objectives:></p> <ul style="list-style-type: none"> - This course aims to equip students with foundational knowledge and theoretical frameworks within the realm of international political studies. It fosters <u>a critical analysis of real-world international political events through the lens of these theoretical frameworks.</u> - The primary objective is to cultivate students' ability to identify and address international issues by <u>integrating academic theories and practical insights.</u> - This objective aligns with the Diploma Policy of the GSGS, that is, <i>"to gain logical and practical ability to address the various social issues they face."</i> <p><Class Outline:></p> <ul style="list-style-type: none"> - The course is structured into three segments: <ol style="list-style-type: none"> (1) In the introductory phase (1-2 sessions), the course explores the issue of globalization in Japan to connect global governance matters with students' everyday concerns (e.g., topics such as the acceptance of foreign human resources). (2) The second segment (3-6 sessions) involves an in-depth study of fundamental international political theories (realism, liberalism, constructivism, and national security) through case studies. (3) The final part (8-13 sessions) delves into contemporary international political issues, highlighting the interplay between theory and practice, building upon the academic theories acquired in the first half. <p><Attainment Targets:></p> <ul style="list-style-type: none"> - Upon completion of this course, students are expected to: <ol style="list-style-type: none"> (1) Understand and articulate the fundamental concepts and theories of international political studies. (2) Analyze and elucidate the context of global events reported in the news using academic concepts and theories. (3) Develop and articulate proactive policies for themselves, their organizations, or local communities within the practical international environment. 	
Course content	
<p><Part 1: Introduction></p> <p>(01) Syllabus Overview and Fundamental Concepts</p> <ul style="list-style-type: none"> - This session provides a comprehensive overview of the course, delineating the syllabus, overall schedule, and evaluation methodology. - Definitions of basic concepts such as state actors, non-state actors, and power are discussed. <p>(02) Domestic Globalization in Japan</p> <ul style="list-style-type: none"> - <u>Confirmation Test.</u> - This session scrutinizes the status of domestic globalization in Japan, encompassing factors such as the influx of foreign visitors and the rise in foreign residents. 	

<Part 2: Basic Theories>

(03) Realism

- Confirmation Test.
- This session offers a detailed examination and overview of the theoretical framework of realism in international relations.
- Text 1, Chapter 9; Text 2, Chapter 2; Text 3, Chapter 1.

(04) Liberalism and Constructivism

- Confirmation Test.
- This session provides an in-depth analysis and overview of the theoretical paradigms of liberalism and constructivism in international relations.
- Text 1, Chapters 7 & 13; Text 2, Chapters 3 & 6; Text 3, Chapters 2 & 4.

(05) Analysis Levels (Domestic Factors and Individual Factors)

- Confirmation Test.
- This session delves into the nuanced issue of analysis levels within international political studies, with a specific focus on domestic and individual factors.

(06) Case Study Exercise

- Confirmation Test.
- This session attempts to apply each theoretical framework to specific practical cases.

<Mid-terms>

(07) Mid-term Examination

- Students are required to take a midterm exam (multiple choice) to test their understanding of the content of the first six sessions (20–30 questions).
- Students may use the textbook, class materials, the Internet, or any other source for the exam (the use of generative AI is prohibited).
- Further details will be provided in class.

<Part 3: Practical Issues in Contemporary International Politics>

(08) Japan's National Security

- News Discussion.
- This session engages in a comprehensive discussion of national security issues, exploring them from Japan's unique perspective.
- Text 1, Chapter 15.

(09) Regional Issues 1: Middle East and Gulf Region

- News Discussion.
- This session examines the geopolitical situation in the Middle East and the Gulf Region through the lens of international relations frameworks.

(10) Regional Issues 2: China and North Korea

- News Discussion.
- This session analyzes the geopolitical dynamics of East Asia, particularly focusing on China and North Korea, within the context of international relations frameworks.

(11) Domestic Factors and Global Governance: Far-right Movements in the U.S.

- News Discussion.
- This session explores the impact of domestic factors, exemplified by the far-right movement in the United States, on global governance issues.

(12) Global Issues 1: Terrorism

- News Discussion.

- This session addresses the complex issue of terrorism from the perspective of global governance studies.
- Text 1, Chapter 29.

(13) Global Issues 2: Climate Change

- News Discussion.
- This session discusses the multifaceted issue of climate change, examining it through the lens of global governance studies.
- Text 1, Chapter 24.

<Wrap-up and Final Presentations>

(14) Final Presentations by Students

- The final assignment will be a group work. However, if the number of students enrolled in the course is small, individual reports will be assigned.
- Further details will be provided in class.

Prerequisites and registration requirements

- No prerequisite knowledge or experiences are mandatory, but students are encouraged to pay attention to international affairs through various media and reflect on the global implications of major events.

Preparation for the course

<Confirmation Test:>

- At the beginning of sessions 2-6, students are required to take a confirmation test (3-5 minutes, 3-5 questions, multiple choice) on the content of the previous session.

<News Discussion:>

- The first 10-15 minutes of sessions 8-13 will be devoted to the discussion of current events in international politics.
- The presenter and the first debater of each session will be assigned in advance.
- Students are expected to pay attention to news reports on international politics and be prepared to participate in discussions actively.

<Class Notes:>

- Submission of short comments within 24 hours post-class via the DISCUSSION function of the Oh-o! Meiji Class web page.
- Comments should reflect critical and unique thinking, applying academic theories to practical global scenarios.

Textbooks

<Textbook 1>

- Baylis, J., Smith, S., and Owens, P. ed., (2023). *The Globalization of World Politics - An Introduction to International Relations (Ninth Edition)*, Oxford University Press.

<Textbook 2>

- Kauppi, M. V., and Viotti, P. R., (2019). *International Relations Theory (Sixth Edition)*, Rowman and Littlefield.

<Textbook 3>

- McGlinchey, S., Walters, R., and Scheinplug, C. ed., (2017). *International Relations Theory*, E-International Relations Publishing. (This book is freely available at <https://www.e-ir.info/publication/international-relations-theory/>.)

Suggested readings
How to provide Feedback to assignments
<ul style="list-style-type: none"> - Instructor feedback on class notes and term papers through the Oh-o! Meiji Class web page. - Students can inquire via email or other means for additional clarification.
Grading policy
<p><Ordinary Points:> 35%</p> <ul style="list-style-type: none"> - 10%: Confirmation test (2nd–6th sessions). - 05%: News discussion (8th–13th sessions). - 20%: Submission of class notes after each session. <p><Mid-term Examination (7th session):> 30%</p> <ul style="list-style-type: none"> - Students are required to take a midterm exam (multiple choice) to test their understanding of the content of the first six sessions (20–30 questions). - Students may use the textbook, class materials, the Internet, or any other source for the exam. (The use of generative AI is prohibited.) <p><Final Assignment:> 35%</p> <ul style="list-style-type: none"> - The final assignment will be a group work. However, if the number of students enrolled in the course is small, individual reports will be required. - Further details will be provided in class.
Other
<ul style="list-style-type: none"> - Instructor contact: ykobayashi@meiji.ac.jp - Face-to-face or online individual meetings upon email arrangement for course-related queries.

Subject number : (GS)POL691E	
Name of Subject	Name of Professor
National Security and Intelligence	KOBAYASHI YOSHIKI
Course description and Attainment target	
<p><COURSE OBJECTIVES:></p> <ul style="list-style-type: none"> - This course aims to cultivate in students a critical understanding of practical issues pertaining to intelligence systems in the context of national security, drawing upon academic theories such as national security studies, decision-making theory, and leadership theory. - Students will develop the capacity to identify and address challenges within the national intelligence system by integrating academic theories with practical applications. - This objective aligns with the Graduate School of Global Governance and Studies (GSGS) Diploma Policy, that is, <i>"to gain logical and practical ability to address the various social issues they face."</i> - In this course, "intelligence" is defined as: <ol style="list-style-type: none"> (1) Knowledge products processed and analyzed from information, provided to policymakers for informed decision-making on national security matters. (2) The governmental procedures and mechanisms involved in producing such knowledge products. <p><ATTAINMENT TARGETS:></p> <ul style="list-style-type: none"> - By completing this course, students are expected to: <ol style="list-style-type: none"> (1) Comprehend and articulate fundamental theoretical concepts and terms in intelligence studies. (2) Evaluate critical questions within intelligence studies from both scholarly and practical perspectives. (3) Analyze the backgrounds of media-reported intelligence matters using theoretical frameworks. (4) Formulate policy recommendations for intelligence issues based on academic approaches and theoretical frameworks. <p><TEACHING METHODOLOGIES:></p> <ul style="list-style-type: none"> - The course encompasses instructor-led lectures and student-led class discussions. - Active student participation is essential during discussions, complemented by brief instructor lectures on designated topics. 	
Course content	
<p><Part 1: Introduction></p> <p>(01) Syllabus Overview</p> <ul style="list-style-type: none"> - This session provides a comprehensive overview of the course, outlining the syllabus, overall schedule, and evaluation methodology. <p><Part 2: Basic Theories></p> <p>(02) Definition & Functions 1 - Basic Concepts (Lowenthal Chapter 1 & 4)</p> <ul style="list-style-type: none"> - This session examines the fundamental concept of "intelligence," including its definition. <p>(03) Definition & Functions 2 - Intelligence Process (Lowenthal Chapter 1 & 4)</p> <ul style="list-style-type: none"> - Building on the previous session, this session discusses the definition and functions of intelligence, emphasizing the intelligence process. <p>(04) Definition & Functions 3 - Fundamental Principles (Lowenthal Chapter 1 & 4)</p> <ul style="list-style-type: none"> - This session continues the exploration of the definition and functions of intelligence, focusing on several fundamental principles. 	

<p>(05) Definition & Functions 4 - Miscellaneous Issues</p> <ul style="list-style-type: none"> - This session extends the discussion on the definition and functions of intelligence. <p>(06) Intelligence Community (Lowenthal Chapter 2, 3 & 14)</p> <ul style="list-style-type: none"> - An overview of the US intelligence community is presented in this session. <p>(07) Collection (Lowenthal Chapter 5)</p> <ul style="list-style-type: none"> - This session examines theoretical issues related to intelligence collection methodologies, including OSINT, HUMINT, SIGINT, and GEOINT. <p>(08) Analysis (Lowenthal Chapter 6)</p> <ul style="list-style-type: none"> - Theoretical issues in intelligence analysis at both individual and organizational levels are explored in this session. <p>(09) Democratic Oversight of the Intelligence Community (Lowenthal Chapter 10)</p> <ul style="list-style-type: none"> - Theoretical issues concerning democratic control over the intelligence community are examined. <p><Mid-terms></p> <p>(10) Mid-term Presentations by Students</p> <p><Part 3: Advanced Theoretical Issues></p> <p>(11) Other Functions 1 – Counterintelligence (Lowenthal Chapter 7 & 13)</p> <ul style="list-style-type: none"> - Theoretical issues related to intelligence functions outside the regular intelligence cycle, such as counterintelligence, are discussed. <p>(12) Other Functions 2 – Covert Actions (Lowenthal Chapter 8 & 13)</p> <ul style="list-style-type: none"> - Theoretical issues related to intelligence functions outside the regular intelligence cycle, such as covert actions, are examined. <p>(13) New Issues of Intelligence (Lowenthal Chapter 11 & 12)</p> <ul style="list-style-type: none"> - This session provides an overview of new intelligence issues post the Cold War, including terrorism, weapons of mass destruction, economy, health & environment, cyber, etc. <p><Part 4: Wrap-Up and Final Presentations></p> <p>(14) Final Presentations by Students</p>
Prerequisites and registration requirements
<ul style="list-style-type: none"> - No prerequisite knowledge required. Open to students interested in international politics, public safety, and national security. - Emphasis on developing analytical skills for practical problem-solving using academic theoretical frameworks.
Preparation for the course
<p><READING ASSIGNMENTS:></p> <ul style="list-style-type: none"> - Completion of assigned readings (specific textbook chapters) before each class for participation in topic discussions. <p><CLASS NOTES:></p> <ul style="list-style-type: none"> - Submission of short comments within 24 hours post-class via the DISCUSSION function of the Oh-o! Meiji Class web page. - Comments should reflect critical and unique thinking, applying academic theories to practical scenarios.
Textbooks
Lowenthal, M. (2022), <i>Intelligence - From Secrets to Policy, 9th Edition</i> (CQ Press)

Suggested readings
How to provide Feedback to assignments
<ul style="list-style-type: none"> - Instructor feedback on class notes and term papers through the Oh-o! Meiji. - Students can inquire via email or other means for additional clarification.
Grading policy
<p><GRADING ALLOCATION:></p> <ul style="list-style-type: none"> - Class Notes: 40 % - Term Paper: 60 % <p><TERM PAPER:></p> <ul style="list-style-type: none"> - Topic selection open to student interests, analyzing practical issues using introduced theoretical frameworks. - Paper length: Approximately 2,000 to 3,000 words without references and appendices. - Presentations: Mid-term proposal and final presentation. - Submission through the Oh-o! Meiji system.
Other
<ul style="list-style-type: none"> - Instructor contact: ykobayashi@meiji.ac.jp - Face-to-face or online individual meetings upon email arrangement for course-related queries.

Subject number : (GS)ECN641E	
Name of Subject	Name of Professor
Japanese Economic Policy	KATSU ETSUKO
Course description and Attainment target	
<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>	
Course content	
<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"> 1. Introduction 2. Overview of the Japanese Economy 3. Brief Japanese history 4. Edo period 5. Meiji (1) : Key Goals of the New Government 6. Meiji (2) : Importing and Absorbing Technology 7. Meiji (3) : Budget, Finance and the Macro-economy 8. World War I and the 1920s: Export-led Boom and Recession 9. The Showa Financial Crisis of 1927 10. The 1930s and the War Economy 11. Postwar Recovery, 1945-49 12. The High Growth Era 13. Economic Maturity and Slowdown 14. The Bubble Burst and Recession, and financial crises 	
Prerequisites and registration requirements	
<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>	
Preparation for the course	
<p>Students should read the papers on the topic of Japanese Economy in advance, and prepare for the discussion.</p>	
Textbooks	
<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
<p>Wakatabe, Masazumi (2016), <i>Japan's Great stagnation and abenomics</i></p> <p>Ito, Takatoshi (1992), <i>The Japanese Economy</i>, MIT Press.</p> <p>Masahiko Aoki and Hugh Patrick (1994), <i>The Japanese main bank system: its relevance for developing and transforming economies</i>, Oxford University Press.</p>
How to provide Feedback to assignments
Provide feedback in the class.
Grading policy
Evaluation is by class participation and by the students' presentation.
Other
None

Subject number : (GS)POL698E	
Name of Subject	Name of Professor
Community Engagement and Facilitation	NAGAHATA MAKOTO
Course description and Attainment target	
<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 and community-based organizations) is also considered to be one of important issues for public service delivery in all over the world. Moreover, as the pandemic of COVID-19 prevails all over the world, participation and collaboration of local community is considered as one of important keys for controlling and recovering from the disease.</p> <p>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. There will be an opportunity of field visit to a local community in Japan where the students will be able to learn from Japanese experiences of community-based development. Throughout the course, the participating students will be expected to acquire basic knowledge on facilitation theory and collaborative management of community engagement.</p>	
Course content	
<p>DAY I</p> <p><u>What is “local community”?</u></p> <p>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></p> <p>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 (1) (2)</u></p> <p>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>DAY II</p> <p><u>Introduction of FACT Method (Facilitative Action with Community in Transition)</u></p> <p>What is facilitation? Why it is required in community development? What is “participatory development”?</p> <p><u>Basic theory of facilitation</u></p> <p>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><u>Basic Theory of community facilitation (1)</u></p> <p>Partnership building is a key for starting community facilitation.</p> <p><u>Basic Theory of community facilitation (2)</u></p> <p>Facilitative listening in conversation (FALCON) is another key elements of community facilitation.</p>	

<p>DAY III (Field visit)</p> <p><u>Observing a local community</u></p> <p>We will visit an urban local community in Yokohama city and observe the situation.</p> <p><u>Lecture by CBO leaders</u></p> <p>Leaders of a community-based organization in the community will give lectures on their activities.</p> <p><u>Practice of facilitation skills</u></p> <p>Skills of facilitation (<i>partnership building and facilitative listening</i>) will be practiced in the community.</p> <p><u>Feedback</u></p> <p>Findings from the field work will be presented and shared with the community leaders.</p> <p>DAY IV</p> <p><u>Case study of community facilitation</u></p> <p>A good practice case study of community facilitation in community development will be introduced.</p> <p><u>Collaborative Management</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>
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.
How to provide Feedback to assignments
Feedback to the final report will be sent to the students through oh-o! Meiji.
Grading policy
<p>Contribution to the class (30%)</p> <p>Participation in discussion (40%)</p> <p>Final Report (30%)</p>
Other

Subject number : (GS)POL698M		
Name of Subject		Name of Professor
Community Welfare Service		OYAMA NORIHIRO
Course description and Attainment target		
<p>The course is offered as a four-day intensive course including field trips to institutions, facilities, and organizations implementing various community social welfare services in Japan. The aim of the course is to provide opportunities to observe the real field of social welfare in Japanese local communities and to listen to the persons involved in the activities, thus the students are expected to learn current issues and future perspectives of community-based welfare services.</p> <p>The places of field visits will be introduced at the first day of the course.</p> <p>In order to take the best advantage of the Graduate 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.</p>		
Course content		
Week	Theme	Contents
1	Introductory workshops and lectures	After introducing and knowing each other among international and Japanese students, the lecture to explain institutions, facilities, and organizations to be targets of the field trips will be delivered. There will also be a brief explanation of basis laws and regulations of community welfare services in Japan.
2	Field Trip (1)	To visit institutions, facilities, and organizations involved in community social welfare, observe their activities, and listen to the resource persons there.
3	Field Trip (2)	To visit institutions, facilities, and organizations involved in community social welfare, observe their activities, and listen to the resource persons there.
4	Final workshop	To review the findings from the field trips, discuss the learnings for each participant, and exchange views on the current issues and future perspectives of community-based welfare services.
Prerequisites and registration requirements		
Active discussion is essential in this course.		
Preparation for the course		
Participating students are required to prepare basic information about current issues of community social welfare in his/her own country.		
Textbooks		
None.		
Suggested readings		
None.		

How to provide Feedback to assignments
<p>This class involves fieldwork. The teacher will provide feedback on the reports and opinions of each student on what they have learned through fieldwork. The faculty will also share the feedback with the class participants and exchange opinions with the class as a whole.</p>
Grading policy
<p>Participation in the discussion (50%) Report for each session (50%)</p>
Other

Subject number : (GS)POL621E		
Name of Subject		Name of Professor
Multicultural Society		MATSUMOTO NAKA
Course description and Attainment target		
Multicultural Society is one of the goals in the global society where diverse groups of people live without discrimination while having equal opportunities. At the same time, it isn't easy to achieve such conditions without effort from policymakers, NPO, residents, and public officials. First, this course aims to understand what "multicultural society" and "diversity" mean through various cases around the world. Then we will discuss what helps people in different backgrounds collaborate to create a desirable living environment. The course will have guest speakers around the world to deepen students' understandings.		
Course content		
Week	Theme	Contents
1st	Introduction	What is a multicultural society? Why is this an important concept? Trends in global migration will be discussed.
2nd	Issues in Multicultural So- ciety	What are the issues on creating and maintaining a multicultural society?
3rd	Immigration	Who do we live together in society? What does "diversity" mean to us?
4th	Ethnic Towns	Discuss the formation and development of ethnic towns worldwide and in Japan.
5th	Students Presentation 1	Student will present multicultural conditions in your country (or chosen regions) for discussion
6th	Education and Multicultural Society	
7th	Housing and Multicultural Society	
8th	Gender and Multicultural Society	
9th	Case Study in Japan (potential field work in Tokyo)	
10th	Minority and Multicultural Society 1	Discuss the racial, ethnic, sexual, and other minorities in the soci- ety.
11th	Minority and Multicultural Society 2	How to build an inclusive society with the vulnerable population.
12th	Case Study	Guest Speaker
13th	Students Final Presentation	
14th	Wrap up	
Prerequisites and registration requirements		
This course is designed for students interested in a multicultural and diverse society and city planning. Group discussions and individual presentations will be a part of the course.		

Preparation for the course
Students are required to read assigned readings prior to each class. Active discussion is essential in this course.
Textbooks
The readings are provided every week through the school system or in the class.
Suggested readings
『Where Strangers Become Neighbours: integrating immigrants in Vancouver, Canada, Springer』 Sandercock, L. and Attili, G (Springer) 『Urban Planning in a Multicultural Society』 Michael Burayidi (Praeger)
How to provide Feedback to assignments
Feedback/comments are provided through Oh-o! Meiji or in the class
Grading policy
Contribution to the class 30% Assignments and class presentation 30% Final Paper 40%
Other

Subject number : (GS)AGE541E		
Name of Subject		Name of Professor
The Political Economy of Food and Agriculture		LOLLINI NICCOLO
Course description and Attainment target		
<p>The course provides a critical view on the development and current state of agriculture and food governance at the global level and at the national-local level, with a focus on Japan's case. The course relies on various theoretical-disciplinary frameworks including agricultural economics, international political economy, business studies, geography, and rural sociology. Key topics addressed in this course include processes of agrarian transformation, agricultural policy formation, food supply chains governance, sustainability issues in food production, food sovereignty and alternative food networks. At the end of the course, students will have a general understanding of critical aspects characterising global food provisioning and differences among food systems in market economies.</p>		
Course content		
Week	Theme	Contents
1st	Introductory class	What is wrong with the way food is produced and consumed today and what are the main challenges ahead?
2nd	The political economy approach to agrifood issues	What do we mean by political economy? What about agriculture?
3rd	Agricultural development and agrarian change	What is the link between capitalism and agricultural development? How to increase land productivity?
4th	Food systems and food supply chains	What are food systems and food supply chains? How should we look at them?
5th	Free market and state intervention in agriculture: competition, efficiency, and equity	Horizontal and vertical markets, farmland consolidation, land grab and financialization
6th	Free market and state intervention in agriculture: competition, efficiency, and equity	Regulation, trade, subsidies, national food security
7th	Global food governance	Who govern our food systems? Focus on food labels and standards gender relate to ideas about sexuality?
8th	Sustainability issues in global food provisioning	What kind of sustainability? How to assess and balance immediate and long-term concerns?
9th	Food consumption, food waste, and nutrition	What do people eat around the globe? Why is so much food wasted? Is what we eat healthy?
10th	Food sovereignty and alternative food networks	What is food sovereignty? How can 'alternative' food networks contribute to food security vis-à-vis 'conventional' food distribution?

11th	Case study: Japan's fresh food wholesale market	What does Japan's wholesale market for fresh food tell us about different configurations of food distribution?
12th	Case study: fruit production and consumption in Japan	What does the evolution of Japan's fruit production and consumption tell us about the relation between culture, knowledge, power, and food?
13th	Students presentation	
14th	Students presentation	
Prerequisites and registration requirements		
Students are expected to participate actively in class discussions.		
Preparation for the course		
Readings must be completed before each class.		
Textbooks		
Readings will be made available on the university portal.		
Suggested readings		
How to provide Feedback to assignments		
Feedback on presentations will be provided during class. Take home essays will be graded and returned to students with commentary.		
Grading policy		
Class participation (40%); Presentations (30%); Take-home essay (30%) The take-home essay is a short essay (1,500 words) answering a question.		
Other		

Subject number : (GS)SOC511E		
Name of Subject		Name of Professor
Local Development in Japan		LOLLINI NICCOLO
Course description and Attainment target		
<p>This course explores challenges and opportunities faced by peripheral communities in Japan from a multidisciplinary social science perspective. As postindustrial societies experience similar demographic dynamics all over the world, Japan's case proves to be valuable for the understanding of marginal communities' livelihoods, the urban-rural continuum, and processes of peripheralization. This course provides students with the theoretical and methodological tools to understand rural revitalization as a multifaced, complex phenomenon.</p>		
Course content		
Week	Theme	Contents
1st	Introductory class	Introduction of the course
2nd	Locality, rurality, and representation	What is urban/rural? What is local? What is local development? How is rurality represented in Japan?
3rd	Regional Japan in modern history	How have local economies transformed?
4th	Demographic change and migration	What are the effects of depopulation and population aging? What is the role of migration?
5th	Tourism	Tourism for local economies Tourism promotion
6th	Tourism	National and local policy Welfare providers in rural areas
7th	Sustainable cities	Rural sprawl and compact cities The problem of vacant houses
8th	Politics, jurisdiction, and finance	Local governments functions and finance Decentralization, municipal mergers, local politics
9th	Agriculture	Development of Japanese agriculture Agricultural policy and local development
10th	Environmental management	Use and conservation of natural resources Control of environmental hazard
11th	Social enterprises and social innovation	Social innovation NPOs in regional Japan
12th	Community development	Community capacity building Community-driven development
13th	Students presentation	
14th	Students presentation	

Prerequisites and registration requirements
Students are expected to participate actively in class discussions. A signup sheet for presentations will be passed around on week two.
Preparation for the course
Readings must be completed before each class.
Textbooks
Readings will be uploaded on the university portal.
Suggested readings
How to provide Feedback to assignments
Feedback on presentations will be provided during class. Take home essays will be graded and returned to students with commentary.
Grading policy
Class participation (40%); Presentation (30%); Take-home essay (30%) The take-home essay is a short essay (1,500 words) answering a question.
Other

Subject number : (GS)AGE568E	
Name of Subject	Name of Professor
Local Responses to Agricultural Issues in Japan	LOLLINI NICCOLO
Course description and Attainment target	
<p>This course provides students with concrete examples of agricultural issues confronting Japanese rural communities. This becomes an opportunity to test theoretical and methodological tools in a concrete setting. The course revolves around three themes: local production and local consumption, farmland abandonment, and vertical integration in agricultural production. Students will take intensive classes and then participate to a field trip in eastern Nagano prefecture where they will visit two farms, a direct sale store, and facilities owned by an agricultural cooperative. At the end of the course, students will have a better grasp of agricultural issues in Japan's rural communities as well as difficulties in reconciling theoretical models with complex physical, social, and economic realities.</p>	
Course content	
<p>Local production - local consumption Benefits derived from food short supply chains include enhanced local food self-sufficiency, higher margins for producers, and growing awareness among consumers about food. In Japan, direct sales stores are the core of short supply chains. During the trip we visit a direct sale store and meet a local producer to hear about local production and local consumption.</p> <p>Farmland abandonment How do municipalities and local actors address the mounting problem of farmland abandonment? We visit the subsidiary company of an agricultural cooperative running a training program for aspiring farmers and contributing to ameliorating the problem of farmland abandonment.</p> <p>Vertical integration in agricultural production How do synergies between different levels of the supply chain create value for both producers and consumers? We visit Japan's largest vineyard and learn about the emerging wine industry in Nagano prefecture.</p>	
Prerequisites and registration requirements	
The specific schedule for the trip will be announced.	
Preparation for the course	
Details of required preparation before participating the field research will be explained in the orientation session held on the first day in a classroom.	
Textbooks	
A reading list and instructions on how to access the readings will be provided in advance.	
Suggested readings	
How to provide Feedback to assignments	
Take home essays will be graded and returned to students with commentary.	

Grading policy
Class participation (20%); Participation during field trip (20%); Take-home essay (60%).
Other

Subject number : (GS)POL621E		
Name of Subject		Name of Professor
Environmental Governance		TSUJI MASAMI
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 climate change. In this course, environmental governance by various stakeholders and approaches is discussed.</p> <p>The objectives 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
Week 1	Introduction: Principles of environmental governance	
Week 2	Policy approach (I): Regulations	Ambient environmental quality standards, emission standards, other regulatory approaches
Week 3	Policy approach (II): Economic approach (1)	Tax, levy, emission trade, subsidy
Week 4	Policy approach (III): Economic approach (2)	Principles for Responsible Investment, ESG investment, green bond
Week 5	Policy approach (IV): Voluntary approach	Environmental protection agreement, CSR, CSV
Week 6	Policy approach (V): Information approach	Environmental reporting, ecolabeling, green procurement
Week 7	Policy approach (VI): Framework approach	PRTR, manifest system for industrial wastes, environmental assessment
Week 8	Policy approach (VII): Project approach	Public works, wise use of resources
Week 9	Actors and systems (I): United Nations	Initiatives by the United Nations including SDGs
Week 10	Actors and systems (II): International conventions	UNFCCC, UNCBD, and other conventions
Week 11	Actors and systems (III): International Financing Institutions	World Bank, regional development banks including Asian Development Bank, bilateral agencies including Japan International Cooperation agency
Week 12	Actors and systems (IV): NGOs and community groups	Cooperation among various actors

Week 13	Actors and systems (V): Case study (I)
Week 14	Actors and systems (VI) Case study (II)
Prerequisites and registration requirements	
Active participation in the classes is expected.	
Preparation for the course	
Before each class, materials will be provided through Oh-o! Meiji. Students are expected to read them for preparation.	
Textbooks	
Relevant materials will be provided before each class.	
Suggested readings	
Ministry of the Environment, Japan (2019). The Basic Environment Plan. (https://www.env.go.jp/policy/kihon_keikaku/plan/plan_5/attach/ref_en-01.pdf)	
How to provide Feedback to assignments	
Feedback will be given through Oh-o! Meiji.	
Grading policy	
Participation in discussion (50%) Term paper (50%)	
Other	
None.	

Subject number : (GS)POL621E		
Name of Subject		Name of Professor
Environmental Management		TSUJI MASAMI
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, loss of biodiversity, climate change are clarified, and their management approaches are discussed.</p> <p>The objective of this course is to obtain knowledge on those aspects to be able to develop appropriate policy measures.</p>		
Course content		
Week	Theme	Contents
Week 1	Introduction	Environmental issues and measures
Week 2	Air (I): Air pollution	Dust, sulfur oxides, nitrogen oxides
Week 3	Air (II): Transboundary air pollution	Acid rain, photochemical oxidants, PM2.5
Week 4	Air (III): Ozone layer depletion	Ultraviolet rays, chlorofluorocarbons, ozone layer protection
Week 5	Water (I): Freshwater resources	Water demand, availability, water use, international rivers
Week 6	Water (II): Water supply and sanitation	Drinking water, domestic wastewater treatment (off-site sewage treatment and on-site treatment)
Week 7	Water (III): Water pollution and soil pollution	Industrial wastewater, eutrophication, soil pollution
Week 8	Noise and odor	Noise, odor, daily life nuisance
Week 9	Municipal wastes	Municipal wastes, their treatment and disposal
Week 10	Industrial wastes, Sound Material-Cycle (SMC) society	
Week 11	Toxic materials	Chemical substances, heavy metals, health and safety
Week 12	Natural environment	Ecosystem management, protected areas, biodiversity, endangered species
Week 13	Climate change (I): Past, present, future	Mechanism, impacts, predictions
Week 14	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 natural science is sufficient.
Preparation for the course
Before each class, materials will be provided through Oh-o! Meiji. Students are expected to read them for preparation.
Textbooks
Relevant materials will be provided before each class.
Suggested readings
United Nations Environment Programme (2019). Global Environment Outlook 6, Cambridge University Press (https://www.unep.org/resources/global-environment-outlook-6) G. Tyler Miller, Scott Spoolman (2020). Living in the Environment 20th edition, Brooks/Cole Pub Co.
How to provide Feedback to assignments
Feedback will be given through Oh-o! Meiji.
Grading policy
Participation in discussion (50%) Term paper (50%)
Other
None.

Subject number : (GS)POL621E		
Name of Subject		Name of Professor
Environmental Assessment		TSUJI MASAMI
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. 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. The objectives of this course are 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
Week 1	Introduction and overview	History, basic concepts, and policy principles of EA
Week 2	Procedures (I)	Screening, scoping, survey, prediction, alternatives analysis, evaluation, management and monitoring plan
Week 3	Procedures (II)	Public consultations, information disclosure, grievance redress mechanism
Week 4	Major environmental and social aspects (I)	Physical and chemical elements
Week 5	Major environmental and social aspects (II)	Natural environment
Week 6	Major environmental and social aspects (III)	Social aspects
Week 7	Accountability mechanism	Problem solving function, compliance review function
Week 8	Laws, policies, guidelines	EA laws in countries, safeguard policies in IFIs
Week 9	Country planning	Country partnership strategies, etc., of individual countries

Week 10	Cases of EA application (I)	Energy sector (thermal power)
Week 11	Cases of EA application (II)	Energy sector (power transmission, renewable energy)
Week 12	Cases of EA application (III)	Transport sector
Week 13	Cases of EA application (IV)	Urban sector and water sector
Week 14	Individual presentations and class discussion	
Prerequisites and registration requirements		
Active participation in the classes is expected.		
Preparation for the course		
Before each class, materials will be provided through Oh-o! Meiji. Students are expected to read them for preparation. In Week 14, students will give a presentation on environmental assessment of a specific project for class discussion.		
Textbooks		
Relevant materials will be provided before each class.		
Suggested readings		
World Bank (2017): The Environmental and Social Framework (https://thedocs.worldbank.org/en/doc/837721522762050108-0290022018/original/ESFFramework.pdf)		
World Bank (2017): Emerging Lessons Series No.3 – Environmental Assessment (https://www.inspectionpanel.org/sites/inspectionpanel.org/files/publications/Emerging%20Lessons%20Series%20No.%203%20-%20Environmental%20Assessment.pdf)		
Asian Development Bank (2024): Environmental and Social Framework (https://www.adb.org/sites/default/files/linked-documents/esf-complete-set.pdf)		
How to provide Feedback to assignments		
Regular feedback will be given through Oh-o! Meiji. For the presentation in Week 14, direct feedback will be given at the class.		
Grading policy		
Participation in discussion (50%) Presentation and its material (50%)		
Other		
None.		

Subject number : (GS)POL631E	
Name of Subject	Name of Professor
Japanese Foreign and Development Policy	SASAOKA YUICHI
Course description and Attainment target	
<p>This course aims at deepening the understanding of thematic perspectives on Japanese foreign and development policy. Traditional views about Japanese foreign policy focused on Yoshida Doctrine, and the contrasting ones are Koizumi and Abe Doctrine. The group faction promoting the former is called “doves” and the present prime minister (2024.9.-) belongs to that group. For Japan, development issues are linked with the remaining tools of foreign policy and the changing roles of Self Defense Forces (SDF) are also becoming the tools for foreign policy. The traditional position of LDP (Liberal Democratic Party) is expanding ODA (Official Development Assistance), while keeping the low-level budget of SDF (Self Defense Force). But the recent position of LDP, after the Second Abe Administration, is to expand SDF budgets, while downsizing ODA. We will look at the political process of making these changes.</p> <p>More emphasis is placed on the Japanese Foreign Policy’s still unique characteristics and its key bilateral relations with other countries, especially U.S., China, South Korea and ASEAN countries. From that perspective, Brown and Kingston (2018)’s book may be appropriate. This book contains good and new elements, and covers a wider area related to Japanese foreign and development policy. This course tries to help students get familiar with general understanding of the Japanese foreign policy related to regional security issues and development topics.</p> <p>Not only its past trends and achievements but also the present tasks, dilemmas, future roles are to be examined. Also, key important issues such as public opinion, ageing society, gender issues, and Japanese soft power issues are also covered.</p>	
Course content	
<p>Course contents can be varied because each student can pick up any article or chapter of the text-book. The below is the example of 2020 class.</p> <ol style="list-style-type: none"> 1. Introduction by lecturer (1): Contending with Regional Uncertainty 2. (2): Japan’s National Identity 3. (3): Japan’s Labor Shortage 4. Student’s selected chapters (1): Japan’s foreign relations in Cold War Asia 5. (2): IR theory and Japan’s Foreign Policy 6. (3): Evolution or New Doctrine 7. (4): Japan’s Security Policy in US-Japan Alliance 8. (5): Chinese Grandiose Maritime Ambitions 9. (6): “Commitment by Presence” 10. (7): Triumph of Hope 11. (8): Japan’s Multilateralism in Asia 12. (9): Japan’s Reconciliation Diplomacy 13. Added Lectures (1): Japan’s Central Asia Policy 14. (2): China, Japan and Global Governance: Contested Ideas and Regimes 	

Prerequisites and registration requirements
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, their backgrounds and needs.
Preparation for the course
As mentioned in the prerequisites.
Textbooks
James Brown and Jeff Kingston (2018) "Japan's Foreign Relations in Asia", Routledge.
Suggested readings
<ol style="list-style-type: none"> 1. Marie Soderberg and Patricia A. Nelson (eds.) Japan's Politics and Economy, Routledge: London and New York, 2010. 2. Christopher B. Roberts (eds.) ASEAN Regionalism - Cooperation, values and institutionalization, Routledge, 2012. 3. Takashi Inoguchi A call for a new Japanese foreign policy: the dilemmas of a stakeholder state, International Affairs 90:4, 2014. and several other articles.
How to provide Feedback to assignments
Students are expected to make a report on one topic over 20–30 minutes. Then they need to receive Q/A and students try to answer, and that interaction is going to develop class discussions. Students receive the questions and comments in the class. Also, students are expected to make a final memo (2–3 pages) on, possibly the same subject he or she chooses at the end of semester.
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 (50%); reporting on the articles or chapter (30%); and final memos (20%). Reporting may be evaluated based on the understanding of basic knowledge and analysis of specific cases.
Other

Subject number : (GS)POL631E		
Name of Subject		Name of Professor
SDGs and International Peace Studies		MATSUZAWA TOMOKO
Course description and Attainment target		
<p>In the global world, familiarization with global issues is prerequisite for those who are responsible for governance. Out of many global issues, this course focuses on international human rights/humanitarian issues and international peace cooperation which are closely linked with poverty, education and discrimination against vulnerable populations such as children and women. While these issues are also related with Sustainable Development Goals (SDGs) which have called for response by all countries- developed and developing- in a global partnership, sensitization to and actions from both political and field level need to be further enhanced.</p> <p>By deepening knowledge and understanding in these areas not only through theoretical approach but also through practical approach, this course is aimed to provide the opportunity for students to acquire realistic point of view on possible solution to tackle these issues.</p> <p>This course is particularly suitable for government officials as well as those who seek career opportunities in international organizations.</p> <p>Lectures are composed of theoretical concept and practical field knowledge/ experience of the instructor, which to be followed by class discussion. In order to experience key stakeholders' point of view, short role play exercises or scenario-based exercises may be conducted subject to the number of students.</p>		
Course content		
Week	Theme	Contents
1st	Introduction of SDGs and Peace Studies	Objective and outline of the course, introduction of SDGs
2nd	The nature of modern conflict and new challenges	Changed nature of conflict, profile of victims and their challenges
3rd	The United Nations: its organization and decision-making process	Objectives and principles of the UN, its main organs, the UN diplomacy
4th	International human rights: concept and issues	Concept, issues, international human rights mechanism, the UN Human Rights Council
5th	International legal framework on peace and conflict	Basic International Human Rights Law/ International Humanitarian Law, challenges in implementation
6th	Human rights and humanitarian actors: its objectives and roles	Its principles, working modality and challenges in their activities
7th	Role play and scenario-based exercise I OR other relevant topics	
8th	United Nations Peacekeeping: its objectives and operations in protection of civilians	History and background of UNPKO, mandate and challenges in the field

9th	Root causes of conflict: how would it link with SDGs?	Poverty, education, gender equality and Peace/justice in relation with SDGs
10th	Vulnerable people in developing countries and conflict	Children, women: why and how there are vulnerable, risk and impact
11th	Conflict Related Sexual Violence (CRSV) and Women, Peace and Security (WPS)	Background, concept, stakeholders and protection mechanism
12th	Cooperation and coordination among key actors in the conflict	Central/local government, community, military, police etc – challenge in cooperation/coordination
13th	Role play and scenario-based exercise II OR other relevant topics	
14th	Conclusion – Review of the Course	
Prerequisites and registration requirements		
Preparation for the course		
From Week 2, students are expected to pick up one topic (online news or newspapers) which is relevant to the Course Theme of the following week and to make a short oral presentation. More details to be given during Week 1.		
Textbooks		
Suggested readings		
The link to suggested readings for the Course Theme of the following week to be provided at the end of each class.		
How to provide Feedback to assignments		
Feedback to assignments will be given by either oral or written format.		
Grading policy		
Performance during /contribution to class discussions: 50%, Presentation: 50%		
Other		
A study tour to the National Diet building (Parliament) may be organized (subject to students' interest)		

Subject number : (GS)ECN641E		
Name of Subject		Name of Professor
Private Sector Development		KAMEYAMA TAKUJI
Course description and Attainment target		
<p>In the era of globalization, international community has been reaching a broad consensus that Private Sector can be a major driving force for economic growth and poverty alleviation. Private investment, Foreign Direct Investment (FDI) in particular, can bring advanced technology, management skills and efficiency as well as generate employment. In this regard, most countries are competing each other to attract more FDI in their own territories. Therefore, <u>the critical challenge for most countries is how to attract more valuable investment by facilitating better 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 investments by discussing theories and practices of good practice cases in all over the world.</u> However, the course will focus more on cases of developing countries that badly need capital and technology.</p> <p>This course consists of three parts. The first introductory part will discuss the critical factors and policy measures to attract investment and private sector's roles to achieve SDGs. The second part will examine key 10 issues on investment climate such as entrepreneurship, financial access and Public Private Partnership and make startup ideation exercise by group. 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〉	SDGs and Private Sector	<ul style="list-style-type: none"> • What are SDGs? • How can private sector contribute achieving SDGs?
〈The 3rd Class〉	Key Issue (1) : Entrepreneurship (Startup Ecosystem)	<ul style="list-style-type: none"> • Benefits of Entrepreneurship • Regulatory issues • Case Study
〈The 4th Class〉	Key Issue (2) : FDI Theory and Promotion	<ul style="list-style-type: none"> • FDI theories: Why firms invest abroad? • Why business linkage needed? • Importance of SMEs • Case Study
〈The 5th Class〉	Key Issue (3) : Financial Access	<ul style="list-style-type: none"> • Financial access cost • Regulatory issues • Case Study
〈The 6th Class〉	Key Issue (4) : Special Economic Zones (SEZs)	<ul style="list-style-type: none"> • Land acquisition and registration • Industrial Parks and SEZs • Case Study

〈The 7th Class〉	Key Issue (5) : Public Private Partnership (PPP)	<ul style="list-style-type: none"> • Key infrastructure development • Concept of PPP • Case Study
〈The 8th Class〉:	Key Issue (6) Startup Ideation Exercise (1)	<ul style="list-style-type: none"> • Problem identification and analysis • Alternative solutions • SWOT analysis • Market analysis
〈The 9th Class〉	Key Issue (7) Startup Ideation Exercise (2)	<ul style="list-style-type: none"> • Formulation of business models • Presentation by group
〈The 10th Class〉	Key Issue (8) : Sustainable Tourism	<ul style="list-style-type: none"> • Why tourism? • How to promote Sustainable Tourism • Case Study
〈The 11th Class〉	Key Issue (9) : Job Market	<ul style="list-style-type: none"> • Why job matters? • Important issues of job market • Case Study
〈The 12th Class〉	Key Issue (10): PSD in Environmental Sector	<ul style="list-style-type: none"> • Why renewable energy and green finance matters? • Prototype of green finance • Case Study
〈The 13th Class〉	Key Issue (11): PSD in Governance (Business and Human Rights)	<ul style="list-style-type: none"> • Historical background of business and human rights • Case Study
〈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		
<p>Class Participation and Class Preparation</p> <p>Reading cases and course materials in advance are absolute requirement. Students' active participation of class discussion is strongly encouraged.</p>		
Preparation for the course		
Students are requested to read cases and make critical summaries in accordance with the instruction of the lecturer.		
Textbooks		
<p>World Bank, <i>World Development Report 2005 : A Better Investment Climate for Everyone</i>, World Bank and Oxford University Press.</p> <p>OECD, <i>Policy Framework for Investment</i>, 2017 Edition</p> <p>Students will be distributed other materials in class.</p>		

Suggested readings
<p>-Gudrun Kochendorfer-Lucius and Boris Pleskovic Ed., <i>Investment Climate, Growth, and Poverty</i>, Berlin Workshop Series 2005, World Bank</p> <p>World Bank, <i>Doing Business 2025</i></p> <p>Further reading will be announced.</p>
How to provide Feedback to assignments
<p>1. Class Participation and Case Cummaries</p> <p>The lecturer will make comments on the assignments submitted in Oh-o! Meiji system.</p> <p>2. Final Exam (Presentaion of Case Study)</p> <p>The lecturer will make comments on the Case Study of Presentation in the class and/or in Oh-o! Meiji system.</p>
Grading policy
<p>Class Participation and Case Summaries : 25 %</p> <p>Startup Ideation Group Exercise: 25 %</p> <p>Final Presentation of Case Study : 50%</p>
Other

Subject number : (GS)POL691E		
Name of Subject		Name of Professor
E-Participation		YUASA HARUMICHI
Course description and Attainment target		
<p>E-participation is ICT-supported participation in processes involving government and citizens. Processes may concern administration, service delivery, decision making and policy making. E-participation can promote the participation of citizens in politics and administration. E-participation can also increase the credibility of administration. In this lecture, we will examine new methods and effects of participation such as e-voting and internet voting, e-referendums, using social network services and chatbots, disclosure of administrative information by open data, and administrative procedures using blockchain technology. Costs and procedures for realizing E-participation will also be considered.</p>		
Course content		
Week	Theme	Contents
1st	Participation	Political participation, administrative participation, reflection of public opinion and history of democracy
2nd	Representative democracy	The concept of representative democracy and development in each country
3rd	Political participation	Importance of political participation, various concepts about political participation
4th	Importance of political participation, various concepts about political participation	Introduction of political participation and political science theories about political participation
5th	Administrative participation	Various ways to participate in administrative procedures
6th	Policy making, decision making	How citizens can participate in the process of policy making and decision making?
7th	Electronic voting (1)	History of the development of electronic voting and various problems
8th	Electronic voting (2)	Examples of e-voting in countries and effect of participation
9th	Internet voting	Development and future of Internet voting
10th	Direct democracy	Can direct democracy be realized by digitization? New political trends such as "Pirate Party"
11th	Participation via SNS (1)	Promotion of political participation through the spread of SNS and its harmful effects Domestic and international regulations on SNS
12th	Participation via SNS (2)	International and domestic regulations on the communications via SNS

13th	New technology	How to participate in politics with new technologies such as block-chain technology
14th	Transformation of participation by digitization	How will citizens' participation in politics and administration change due to digitization?
Prerequisites and registration requirements		
All students are expected to speak and discuss at the class.		
Preparation for the course		
<p>Students are required to retrieve and reviews news and information about the theme.</p> <p>After the class, students are required to review the class materials and understand the way to apply practices to laws and politics of his/ her country.</p>		
Textbooks		
No text book.		
Suggested readings		
<p>Ardita Driza Maurer, and Jordi Barrat, E-Voting Case Law: A Comparative Analysis, Ashgate Alexander Trechsel and Fernando Mendez, The European Union and E-Voting, Routledge Paul Herrnson, Voting Technology, Brookings</p>		
How to provide Feedback to assignments		
Oral feedback at the class.		
Grading policy		
Participation to discussion (40%), and reporting (60%)		
Other		

Subject number : (GS)POL691E		
Name of Subject		Name of Professor
Global Cyber Governance		YUASA HARUMICHI
Course description and Attainment target		
<p>The digitization of governments in each country is based on the global governance of cyberspace, but international conflicts in cyberspace frequently occur. In this lecture, we will examine the allocation of resources such as protocols on the Internet, international management organizations such as ICAN, Internet governance such as domain management, cybercrime prevention in the international community, GGE in the United Nations and other aspects. We also consider how governments should be involved in global cyber governance, what kind of organizations should be established and what kind of laws and regulations should be enacted in the country.</p>		
Course content		
Week	Theme	Contents
1st	Internet development	Development of ARPANET by the United States, development and dissemination of the Internet
2nd	Governance of resources on the internet Protocols and domains on the internet	Allocation of resources on the Internet by ICANN
3rd	Commercial use of the internet	Effect of lifting the ban on commercial use of the Internet in 1995
4th	Prevention of cybercrime	International frameworks such as cybercrime prevention treaties
5th	International Internet Governance	Two Ways of Thinking about Internet Governance Internet Governance by International Organizations vs. Multi stake holders
6th	International conflict on the internet	Examples of various international disputes on the Internet and frameworks for resolving disputes
7th	Military use of the internet	The reality of military use of the Internet
8th	Fakenews and disinformation	Public opinion and election interference using the Internet
9th	Internet and sovereignty	Claims about sovereignty on the internet by countries
10th	Cyber security	Global issues about cyber security
11th	Privacy protection	Invasion of privacy on the Internet and importance of protection of privacy
12th	Personal data protection (1)	EU GDPR, and national personal data protection regulations in each countries
13th	Government access	Cryptographic regulations, disclosure requests to ISPs, confidentiality of communications
14th	The future of the internet	Trends in the future of the Internet

Prerequisites and registration requirements
All students are expected to speak and discuss at the class.
Preparation for the course
Students are required to retrieve and reviews news and information about the theme. After the class, students are required to review the class materials and understand the way to apply practices to laws and politics of his/ her country.
Textbooks
No text book.
Suggested readings
Helen Wong MBE, Cyber Security: Law and Guidance, Bloomsbury Professional
How to provide Feedback to assignments
Oral feedback at the class.
Grading policy
Participation to discussion (40%), and reporting (60%)
Other

Subject number : (GS)SOC598E		
Name of Subject		Name of Professor
Introductory Statistics for Social Research		YONEHARA AKI
Course description and Attainment target		
<p>[Course description]</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 programs of MS-Excel and/or SPSS. If you have your own data for MA thesis, 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 PBL (Project Based Learning), you will gain the basic concepts of statistics and the practical applications of social statistics.</p> <p>[Course objectives]</p> <ul style="list-style-type: none"> * To understand the basic concepts of statistics. * To learn how to apply quantitative analyses for social research. * To experience the general process of quantitative analyses. * To learn how to use MS-Excel and/or SPSS for data analyses. 		
Course content		
Week	Theme	Contents
1st	Introduction	Course introduction; Self-introduction; Introductory lecture on “misunderstandings” of statistics
2nd	Introductory statistics (1)	Lecture on basic concepts, frequency, and distributions
3rd	Introductory statistics (2)	Lecture on central tendency and dispersion measures
4th	Database construction by EXCEL	Introduction of EXCEL Stat functions; Grouping for the project
5th	Introduction of SPSS	Introductory exercise of SPSS; Project works; Group introduction
6th	Quantitative method & related readings (1)	PC exercise and academic readings of the quantitative research using alpha test and t-test
7th	Quantitative method & related readings (2)	PC exercise and academic readings of the quantitative research using correlation analysis
8th	Quantitative method & related readings (3)	PC exercise and academic readings of the quantitative research using regression analysis
9th	Quantitative method & related readings (4)	Total application of the methods learned for the students' projects; Interim presentation
10th	Application (1)	Case study in practice - introduction of the case; Project works
11th	Application (2)	Case study in practice - replication exercise; Project works
12th	Final presentation & discussion (1)	Students' group presentations; Q&A; Discussion; Review of the course

13th	Final presentation & discussion (2)	Students' group presentations; Q&A; Discussion; Review of the course
14th	Summary	Quantitative approach for project evaluation and beyond; Summary of the course
Prerequisites and registration requirements		
<ul style="list-style-type: none"> * Desirable to complete "Social Research Method" or equivalent before taking this course. * Strongly recommend to review high-school level mathematics before the course starts. * Confirm your personal access to University PC and internet. 		
Preparation for the course		
<ul style="list-style-type: none"> * To prepare yourself, read the academic literature which use quantitative methods to learn their style and writing. * To digest what you learned in class, replicate the analyses all by yourself by using EXCEL/SPSS. * To develop the ability of application, use the methods learned in class to analyze the different datasets from the ones used in class. * Take enough time for group project – it is highly recommended to discuss, ask, teach, search, think, and develop each other in the group. * Autonomous preparation for the group project is required as extracurricular learning activities. 		
Textbooks		
No specific textbook used in class. The necessary materials and handouts will be provided via Oh-o! Meiji System in advance.		
Suggested readings		
<p>"Statistics as principled argument" Abelson, R. P. (Lawrence Erlbaum Associates).</p> <p>"Using SPSS for Windows and Macintosh: Analyzing and understanding data" Green, S. B., & Salkind, N. J. (Pearson).</p> <p>"Reading and understanding multivariate statistics" Grimm, L., & Yarnold, P. (American Psychological Association).</p> <p>"Reading and understanding more multivariate statistics" Grimm, L., & Yarnold, P. (American Psychological Association).</p> <p>"Statistics" Kirk, R. E. (Harcourt Brace).</p> <p>"Using multivariate statistics" Tabachnick, B., & Fidell, L. (Prentice Hall).</p> <p>"Bridging the gap between theory and practice in educational research: Methods at the margins" R. Winkle-Wagner, C. A. Hunter & D. H. Ortloff (Palgrave Macmillan). Ch.14 "Quantitative approaches as a bridge from the invisible to the visible: The case of basic education policy in a disadvantaged nation" Yonehara, A. (pp. 211-225).</p>		
How to provide Feedback to assignments		
<ul style="list-style-type: none"> * The project works will be conducted and their progress will be shared occasionally in class, during which the instructor will visit each group to provide the feedback comments or make a general comments in class. * The students' final presentation will be made in class and the feedback comments will be provided at that point. 		

Grading policy
Class participation: 30% Interim presentation: 30% Final presentation: 40%
Other
The course schedule is subject to change according to students' progress.

Subject number : (GS)IND511E		
Name of Subject		Name of Professor
Qualitative Research Methods		MATSUMOTO NAKA
Course description and Attainment target		
<p>This course aims to develop students' knowledge and ability of qualitative research methods in public policy and social science. In the class, we understand what qualitative research is and why it is suited to certain research questions. The theories behind the qualitative research and the genres are presented. After students learn various techniques in qualitative research, including participant observation and interviews, they will tackle with their original research projects to practice what they learned. Students will have several opportunities to present their work to the class for further discussion during the courses. Later in the course, we will learn how to analyze the obtained data and write a final academic paper.</p> <p>The goals of this course are:</p> <ol style="list-style-type: none"> 1. To understand theoretical orientation and genres of qualitative research. 2. To familiarize themselves to collect qualitative data. 3. To learn how to analyze the obtained data. 4. To learn how to present the result in an academic paper. 		
Course content		
Week	Theme	Contents
1st	Introduction: What is "Qualitative Research"?	Differences between qualitative and quantitative research Characteristics of qualitative research Importance of research questions
2nd	Theoretical foundation	"How do you see the case? Theoretical frameworks Variety of qualitative research methods Why /when do we use qualitative methods?"
3rd	Case studies in Public Policy	Learn cases in Public Policy. Single case study, Comparative study, Sampling
4th	Student mini presentation (Case, Question, and chosen methods)	Students will present the cases they chose to work with, questions they ask, and specific methods they want to use for their final projects. Other students will give a presenter comments and advice.
5th	Participant Observation1	Preparation (researcher's status, approvals, safety measure) Jotting Fieldnotes
6th	Participant Observation2	Researcher's position in the field Discussion: What are the projecting issues in the field? Can the researcher be an activist?

7th	Interview1	Preparation (ethical approval, consent forms, how to contact interviewees) Sampling: How do we select interviewees? How do we recruit interviewees? Do we have enough numbers of interviews?
8th	Interview2	Structured, Semi-structured, and Unstructured Interview How to create interview questions
9th	Interview3	Role-playing exercise: Using their interview guide, students will interview their classmates. If necessary, students will revise the interview guide.
10th	Ethnography and Life History1	What is Ethnography? What is Life History? Discussion: When do we use these methods?
11th	Ethnography and Life History2	Case Studies
12th	Variety of Data and Ethics	Transcription (text data), Visual Data (pictures, videos), Objects, Other data Ethics in the field
13th	Data Analysis and Writing	Brief explanation on data analysis Deductive and Inductive Coding Tree, Categorization, Ethnographic Decision-Making Model
14th	Student Presentation	Students will present their final report to classmates. Discussion follows

Prerequisites and registration requirements

This course requires students' active classroom participation, and therefore, your regular attendance is required.

This course is a prerequisite for "Analyzing and Writing Qualitative Research". Therefore, it is strongly recommended to take this one if you think you may use qualitative research methods in your Master's thesis.

Preparation for the course

Students are required to complete the assigned readings before each class.

The students are expected to attend the class regularly and complete reading assignments before each class starts. In addition to the class lecture, the students are expected to spend a few hours every week preparing, reviewing, and conducting their original research project for the course.

Textbooks

There is no required textbook for the course. Reading assignments will be given through the school system or in the class.

Suggested readings
<p>『Research Methods in Anthropology : Qualitative and Quantitative Approaches (6th edition)』 Bernard, H Russell. (AltaMira Press)</p> <p>『Qualitative Inquiry and Research Design: Choosing Among Five Approaches』 Creswell, J. W. (Sage Publications)</p> <p>『Writing Ethnographic Fieldnotes』 Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw (University of Chicago Press)</p> <p>『Finding Culture in Talk: A Collection of Methods.』 Quinn, Naomi. (Palgrave Macmillan)</p> <p>『Learning in the field: An introduction to qualitative research (2nd ed.)』 Rossman, G. B., & Rallis, S. F. (Sage Publications)</p>
How to provide Feedback to assignments
The feedbacks/comments are given through Oh-o! Meiji or in-class.
Grading policy
<p>Contribution to the class: 30%</p> <p>Mini-assignments (Fieldnote, Interview Guide, Transcription, Coding list) 20%</p> <p>Midterm presentation and paper: 10%</p> <p>Final presentation and report: 40%</p>
Other

Subject number : (GS)IND511E		
Name of Subject		Name of Professor
Masters Thesis Development		MATSUMOTO NAKA
Course description and Attainment target		
<p>The master's thesis is a work that students independently investigate issues and find new knowledge in contemporary society. This course focuses on understanding the characteristics and the structure of the master's thesis. In the class, we will read and discuss the examples of research to identify what other scholars meant by writing the particular sections. In addition, students are expected to write the sections during the semester, and read the others' works to define what makes for a logical and effective master's thesis. In this course, we will focus on the sections of background/introduction, literature review, conceptual frameworks, and methodology.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	
2nd	What is Master Thesis	What are the differences between master's thesis and other documents such as government reports?
3rd	Structure of Master Thesis	Understand the basic structure of the master's thesis
4th	Selecting Cases	How do we select cases to study? What makes the logical choice for the particular research?
5th	Background1	Read and discuss the examples of "background" sections of academic research
6th	Background2	Discuss students' writings
7th	Research Question	What are the good research questions? How the other scholars write the question in writing?
8th	Literature Reviews1	Why do we do a "literature review"? What should we read? How do we record the readings?
9th	Literature Reviews2	Discuss students' writings
10th	Conceptual Frameworks1	What is the conceptual frameworks? Read and discuss about the examples
11th	Conceptual Frameworks2	Discuss students' writings
12th	Selecting Methods	How to choose appropriate research methods for your research
13th	Writing Master's Thesis	Wrapping up the previous discussion and preparing for the final paper.
14th	Student Presentation/ Wrap-up	Students will present their works, followed by the class discussions.
Prerequisites and registration requirements		
<p>This course is strongly recommended for all first-year students. Students are expected to have some ideas on the thesis topics.</p>		

Preparation for the course
Students are required to read assigned readings prior to each class, and submit a section of the writings every other week for class discussions.
Textbooks
The readings are provided every week through the school system or in the class.
Suggested readings
『How to Write a Master's Thesis』 Y.N. Bui (Sage Publications) 『The Literature Review: A Step-by-Step Guide for Students』 D. Ridley (Sage Publications)
How to provide Feedback to assignments
Feedbacks are provided through Oh-o! Meiji and during the class
Grading policy
Contribution to the class 20 % Assignments and class presentation 40 % Final Paper 40 %
Other

Subject number : (GS)IND511E		
Name of Subject		Name of Professor
Analyzing and Writing in Qualitative Research		MATSUMOTO NAKA
Course description and Attainment target		
<p>This course will assist students who have taken “Qualitative Research Methods” in the spring semester to understand how to interpret qualitative data (including transcripts from interviews, memos from observation, and other documents) and logically and effectively describe them in the master’s thesis. Each student will work on their data analysis section in the master’s thesis. In addition, we will learn theories and methods to analyze the data through readings and discussion.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	To introduce course contents and schedule.
2nd	Reviewing your master’s thesis	Each student present their master’s thesis topics (research questions, methods)
3rd	Reviewing your data	Revisit basics of qualitative research methods and evaluate your data
4th	How to approach your data	Understand various theories, tools and methods to interpret qualitative data
5th	Case Studies	Read some scholarly works to understand how they interpret data
6th	Text Data Analysis1	Understand logics behind coding
7th	Text Data Analysis2	Exercise coding by using a software
8th	Analysis of coding data	Learn how to deal with the result of coding (synthesizing, categorizing, visualizing, triangulation, validation)
9th	Case Studies	Read some scholarly works to understand how they describe the analyzed data in their writings
10th	Writing the results1	Learn various methods (Thick description, Citing, Visualization, Anonymity/Pseudonym) In-class writing workshop
11th	Writing the results 2	In-class writing workshop
12th	Writing the results 3	In-class writing workshop
13th	Students’ presentation	Presenting a part of master’s thesis by students
14th	Wrap-up	Wrap-up the discussion
Prerequisites and registration requirements		
<p>Prerequisites: “Qualitative Research Methods” or equivalent courses</p> <p>This course is designed for students who already have qualitative data (e.g., interview transcription, observation memos) or under the process of collecting those data based on their research projects.</p>		

Preparation for the course
<p>Students are required to complete the assigned readings before each class.</p> <p>The students are expected to attend the class regularly and complete writing assignments before each class starts.</p>
Textbooks
<p>There is no required textbook for the course.</p> <p>Reading assignments will be given through the school system or in the class.</p>
Suggested readings
『How to Write Qualitative Research』 Marcus B. Weaver-Hightower (Routledge)
How to provide Feedback to assignments
<p>Feedbacks are provided in class / through Oh-o! Meiji.</p> <p>Customized consultation is offered during the workshops.</p>
Grading policy
<p>Contribution to the class 30 %</p> <p>In-class presentation 30 %</p> <p>Final paper 40 %</p>
Other

Subject number : (GS)IND511E		
Name of Subject		Name of Professor
Critical Reading and Writing		MAKI ANNA
Course description and Attainment target		
<p>COURSE DESCRIPTION: This course examines the principles of critical thinking as applied to writing and reading arguments on complex issues. Focuses on close textual analysis, argumentative writing, and logical reasoning. Essay topics may include politics, social issues, or moral/ethical issues.</p> <p>OBJECTIVES: As a result of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate others' attempts to communicate with and convince their target audience by means of developing a sufficiently strong argument. 2. Develop your own argument, making it as strong and as clear as possible, so as to communicate with and convince your target audience. 		
Course content		
Week	Theme	Contents
1	What it Means to be Critical	Understanding that a critical approach is a requirement of academic study.
2	Making a Critical Choice	Taking the first step to read texts as a critical thinker.
3	Interrogating Abstracts	How to read an abstract effectively in order to know the motives of the author.
4	Getting Started on Critical Reading	How to identify author's arguments and judge the adequacy of the backing they offer.
5	Getting Started on Self-Critical Writing	Exploring of the role you adopt as commentator and examining some characteristics of the target.
6	Creating a Comparative Critical Summary	How to build a Comparative Critical Summary: practices for enhancing critical thinking.
7	Developing Your Writing Skills to Communicate Effectively	Basic skills for academic writing that make your text more convincing to the audience.
8	A Mental Map for Navigating the Literature	How to develop a mental map that can guide your thinking as you explore the social world.
9	Tools for Thinking and Ways of Thinking	Adding more detail about two components of the mental map for navigating the literature.
10	Reasons for Conducting the Research	Looking in more detail at the 'intellectual projects' that motivate studies of the social world.
11	Knowledge Claims and Their Key Characteristics	Exploring the different kinds of knowledge claim and types of literature associated with them.
12	Developing a Critical Analysis of a Text	How to use your mental map in developing an in-depth analysis of a text.

13	Developing Your Argument in Writing a Critical Review of a Text	Developing a convincing argument of your own, as a commentator, about what you have read.
14	Final Presentations	
Prerequisites and registration requirements		
No prerequisites for this course. Classes will be delivered in a lecture format. We use PowerPoint slides and handouts to enhance your understanding. Students may need to prepare for their final presentations outside of class. Passionate attitudes are most welcome.		
Preparation for the course		
Compulsory readings must be completed before classes. Working on review quizzes after each class is recommended.		
Textbooks		
M. Wallace and A. Wray. 2021. <i>Critical Reading and Writing for Postgraduates</i> . (4th edition). London: SAGE.		
Suggested readings		
P. Phelan and P. Reynolds. 1996. <i>Argument and Evidence: Critical Analysis for the social sciences</i> . London and New York: Routledge.		
How to provide Feedback to assignments		
Your essays will be graded and returned with commentary through the class website. The final presentation will be held in the last class, with in-class feedback provided.		
Grading policy		
Participation 20%, Short essays 40%, Final presentation 40%		
Other		
None.		

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 1	MATSUURA MASAHIRO
Course description and Attainment target	
<p>This is a REQUIRED introductory research design and method course for the first year students. It orients incoming students with various research methods, both quantitative and qualitative ones, for the Master's level research on governance, public policy, and public administration. The goal of this course is to develop a basic understanding of academic research and the minimal skills for using quantitative and qualitative (case study) methods.</p> <p>Students will be divided into two groups. In the middle of the course, instructors will switch between the groups so that both group will receive the same instructions on both quantitative and qualitative methods.</p>	
Course content	
Week 1	General introduction
Week 2	Hypothesis/independent-dependent variables, framework, causality
Week 3	Introduction: Misunderstandings of statistics and why statistics?
Week 4	Intro to qualitative/case studies
Week 5	Case study method
Week 6	Interviewing
Week 7	Coding
Week 8	Intersubjectivity/objectivity
Week 9	Central tendency, dispersion, and types of variables
Week 10	Introduction of SPSS and basic concepts
Week 11	Inferential statistics (1): Relationship of two variables
Week 12	Inferential statistics (2): Analysis of group difference
Week 13	Inferential statistics (3): Linear relationship of variables
Week 14	Final exam
Prerequisites and registration requirements	
<p>All incoming students in the International Public Policy course must register for one of the Research Method 1 courses. The administration office will assign each student to one of them.</p>	
Preparation for the course	
<p>Students are asked to develop the analytical skills, which will be developed through in-class instructions, and prepare for the final exam to demonstrate their ability of performing both quantitative and qualitative analysis.</p>	
Textbooks	
<p>No textbook to purchase. Materials and handouts will be provided via Oh-o! Meiji in advance.</p>	

Suggested readings
<p>Strunk, W. and White, E. (1999). <i>The Elements of Style</i> (4th Ed.), Longman.</p> <p>Yin, R. (2018). <i>Case Study Research and Applications: Design and methods</i> (6th Ed.), Sage.</p> <p>---</p> <p>Abelson, R. P. (1995). <i>Statistics as principled argument</i>. NJ: Lawrence Erlbaum Associates.</p> <p>Green, S. B., & Salkind, N. J. (2013). <i>Using SPSS for Windows and Macintosh: Analyzing and understanding data</i>. Pearson.</p> <p>Grimm, L., & Yarnold, P. (2004). <i>Reading and understanding multivariate statistics</i>. Washington, DC: American Psychological Association.</p> <p>Grimm, L., & Yarnold, P. (2004). <i>Reading and understanding more multivariate statistics</i>. Washington, DC: American Psychological Association.</p> <p>Kirk, R. E. (2007). <i>Statistics</i>. FL: Harcourt Brace.</p> <p>Sasaki, O., Yonehara, A., & Kitamura, Y. (2024). The influence of the whole school approach on implementing education for sustainable development in Japan. <i>PROSPECTS</i>, 54, 203–220. doi:10.1007/s11125-023-09667-4</p> <p>Tabachnick, B., & Fidell, L. (2012). <i>Using multivariate statistics</i>. NJ: Prentice Hall.</p> <p>Yonehara, A. (2009). <i>Human development policy in the global era: A proposal from an educational view</i>. University Education Press.</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 & D. H. Ortloff (Eds.), <i>Bridging the gap between theory and practice in educational research: Methods at the margins</i> (pp. 211–225). NY: Palgrave Macmillan.</p> <p>Yonehara, A. (2014). Rethinking the Human Development Index: A path toward comprehensive development evaluation. <i>Japanese Journal of Evaluation Studies</i>, 14(1), 31–46.</p> <p>Yonehara, A. (2021). Theory and practice of Value Statement Survey [VSS]. JICA/Community Development Department, Ministry of Interior, Thailand Retrieved from http://online.anyflip.com/coovt/zaak/mobile/index.html</p>
How to provide Feedback to assignments
Students will receive feedbacks to the in-class exercises during the class.
Grading policy
Class participation (50%) and final exam (50%)
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 1	YONEHARA AKI
Course description and Attainment target	
<p>This is a REQUIRED introductory research design and method course for the first year students. It orients incoming students with various research methods, both quantitative and qualitative ones, for the Master's level research on governance, public policy, and public administration. The goal of this course is to develop a basic understanding of academic research and the minimal skills for using quantitative and qualitative (case study) methods.</p> <p>Students will be divided into two groups. In the middle of the course, instructors will switch between the groups so that both group will receive the same instructions on both quantitative and qualitative methods.</p>	
Course content	
Week	Theme
1	General introduction
2	Introduction: Misunderstandings of statistics and why statistics?
3	Hypothesis/independent-dependent variables, framework, causality
4	Central tendency, dispersion, and types of variables
5	Introduction of SPSS and basic concepts
6	Inferential statistics (1): Relationship of two variables
7	Inferential statistics (2): Analysis of group difference
8	Inferential statistics (3): Linear relationship of variables
9	Intro to qualitative/case studies
10	Case study method
11	Interviewing
12	Coding
13	Intersubjectivity/objectivity
14	Final exam
Prerequisites and registration requirements	
<p>All incoming students in the International Public Policy course must register for one of the Research Method 1 courses. The administration office will assign each student to one of them.</p>	
Preparation for the course	
<p>Students are asked to develop the analytical skills, which will be developed through in-class instructions, and prepare for the final exam to demonstrate their ability of performing both quantitative and qualitative analysis.</p>	

Textbooks
No textbook to purchase. Materials and handouts will be provided via Oh-o! Meiji in advance.
Suggested readings
<p>Abelson, R. P. (1995). Statistics as principled argument. NJ: Lawrence Erlbaum Associates.</p> <p>Green, S. B., & Salkind, N. J. (2013). Using SPSS for Windows and Macintosh: Analyzing and understanding data. Pearson.</p> <p>Grimm, L., & Yarnold, P. (2004). Reading and understanding multivariate statistics. Washington, DC: American Psychological Association.</p> <p>Grimm, L., & Yarnold, P. (2004). Reading and understanding more multivariate statistics. Washington, DC: American Psychological Association.</p> <p>Kirk, R. E. (2007). Statistics. FL: Harcourt Brace.</p> <p>Sasaki, O., Yonehara, A., & Kitamura, Y. (2024). The influence of the whole school approach on implementing education for sustainable development in Japan. PROSPECTS, 54, 203–220. doi:10.1007/s11125-023-09667-4</p> <p>Tabachnick, B., & Fidell, L. (2012). Using multivariate statistics. NJ: Prentice Hall.</p> <p>Yonehara, A. (2009). Human development policy in the global era: A proposal from an educational view. University Education Press.</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 & D. H. Ortloff (Eds.), Bridging the gap between theory and practice in educational research: Methods at the margins (pp. 211–225). NY: Palgrave Macmillan.</p> <p>Yonehara, A. (2014). Rethinking the Human Development Index: A path toward comprehensive development evaluation. Japanese Journal of Evaluation Studies, 14(1), 31–46.</p> <p>Yonehara, A. (2021). Theory and practice of Value Statement Survey [VSS]. JICA/Community Development Department, Ministry of Interior, Thailand Retrieved from http://online.anyflip.com/coovt/zaak/mobile/index.html</p> <p>---</p> <p>Strunk, W. and White, E. (1999). The Elements of Style (4th Ed.), Longman.</p> <p>Yin, R. (2018). Case Study Research and Applications: Design and methods (6th Ed.), Sage.</p>
How to provide Feedback to assignments
Students will receive feedbacks to the in-class exercises during the class.
Grading policy
Class participation (50%) and final exam (50%)
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	MINAMOTO YURIKO
Course description and Attainment target	
<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>	
Course content	
<p>The class discussion as well as individual meetings will be arranged accordingly.</p> <p>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>	
Prerequisites and registration requirements	
N/A	
Preparation for the course	
The students are expected to prepare critical review papers on their research theme.	
Textbooks	
(N/A)	
Suggested readings	
<p>According to an area of individual research, the relevant reference materials will be guided.</p> <p>Turabian, K.L., Grossman, J. & Bennett, A., A Manual for Writers of Term Papers, Theses, and Dissertations.</p> <p>6th ed., Chicago: University of Chicago Press, 1996</p>	
How to provide Feedback to assignments	
Feedback to presentation reports will be provided during the class discussion.	
Grading policy	
<p>Contribution to the class discussions (20%)</p> <p>In-class presentation for research progress (30%)</p> <p>Research proposal (50%)</p>	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	SASAOKA YUICHI
Course description and Attainment target	
<p>With the basic knowledge and skills of social science research, this course aims to support students to identify their own research theme and research method. While assisting the process of their own research activities, this course provides students with an analysis of research methods using overall review of qualitative (mainly) and quantitative (minor), case studies, questionnaire and interview survey, and other related theory. The final output of the course is to submit a draft of research proposal (a few page) including a research question, research background or problem statement, methodology, schedule and time framework for the completion of the research in the next step. Regarding political science area students, case study analysis is explained as one of the components.</p>	
Course content	
<p>Course Description and Course Schedule (tentative)</p> <p>1st-6th. Overview of Research Methods, 5 times using PPT Review of the type of research, qualitative, interview, questionnaire, observation, sample, mean and variance, regression.</p> <p>7th-9th. Case Studies Method: 5times What are Case Studies? Case studies and Theory Development, Case Study Methods on the Inter-democratic Peace. Testing and Creating Theories with Case Studies, Comparative Methods: Controlled Comparison and Within-Case Analysis Process Tracing and Historical Explanation, Integrating Comparative and Within-Case Analysis: Typological Theory</p> <p>10. The Structure of Dissertation</p> <p>11. The Political Science Dissertation</p> <p>12. Methodology and its validity Check</p> <p>13-14th. Providing Comments on student's draft of Research Plan</p>	
Prerequisites and registration requirements	
<p>Students are expected to actively participate in the Q/A and 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 change due to the size and the progress of the course.</p>	
Preparation for the course	
<p>As mentioned in the prerequisites. Need to check the class contents and discussions after the class.</p>	
Textbooks	
<p>Alexander L. George and Andrew Bennett (2005) Case Studies and Theory Development in the Social Sciences, Cambridge: The MIT Press.</p> <p>Sharon Crasnow (2022) The Role of Case Study Research in Political Science: Evidence for Causal Claims, Philosophy of Science, Jan 1, 2022, Cambridge University Press.</p> <p>Suggested reading materials are announced in due course.</p>	

Suggested readings
In the class, lecturer can refer to suggested readings.
How to provide Feedback to assignments
Students directly receive the questions and answer back in the class. Students and lecturer also discuss about the understanding of the class. In the final class, students are supposed to make an explanation on their research plans..
Grading policy
Review of the class and required readings are expected. Several assignments will be given in addition to the final presentation. Grades will be determined based on the following criteria: class participation and contribution (60%), reading assignments - students are required to explain the materials (30%), final presentation (10%).
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	NAGAHATA MAKOTO
Course description and Attainment target	
<p>With the basic knowledge of conducting research expected to be acquired in the previous course (Research Method 1), this course is designed for providing necessary guidance and advice to the students for identifying their own research theme. The students are also required to conduct literature review on their topics in order to find out appropriate research frameworks and approaches. The final outcome of the course is to prepare for a research proposal with a clear plan for completion of the research. For the students who need to conduct field survey, it is also required to prepare for the planning of the survey in this semester.</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. The planned schedule of the course is as follows, although actual way of having classes will be discussed and decided in the first or second days of the course;</p> <p>Day 1-Day 3 : Discussion on the research design (including background, objectives, and research questions)</p> <p>Day 4-Day 8 : Discussion on the results of Literature Review</p> <p>Day 9-Day 11 : Discussion on the survey plans</p> <p>Day 12-Day 14 : Writing draft of the 1st chapter</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>	
How to provide Feedback to assignments	
<p>Comments on the research paper drafts will be recorded in the word files to be shared in the class.</p>	
Grading policy	
<p>Participation in discussion (30%)</p> <p>In-class presentation (30%)</p> <p>Contents of research proposal (40%)</p>	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	TANAKA HIDEAKI
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> <p>The date and time of class will be fixed based on students’ preference.</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, 2017, Academic Writing: A Handbook for International Students, 5th edition, Routledge</p> <p>John W. Creswell and J. David Creswell, 2022, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 6th 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>	
How to provide Feedback to assignments	
<p>Suggestions and advices on presentation and research proposal are provided from time to time.</p>	
Grading policy	
<p>Participation and discussions: 20%, Presentation at class: 30%, Research proposal: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	MATSUURA MASAHIRO
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.	
How to provide Feedback to assignments	
Students will receive feedbacks to their proposed research plans during the class.	
Grading policy	
Grading will be made by the research proposal developed through this course.	
Other	
None.	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	KIMURA SHUNSUKE
Course description and Attainment target	
<p>This course is designed for the first 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.</p>	
Textbooks	
<p>Handouts will be uploaded on Oh-o! Meiji web page.</p>	
Suggested readings	
<p>Wayne C. Booth et al, 2016, The Craft of Research (Fourth Edition), Chicago.</p> <p>John W.Creswell and J.David Creswell, 2018, Research Design (Fifth Edition), SAGE.</p> <p>Stephen van Evera, 1997, Gide to Methods for students of Political Science, Cornell University Press.</p> <p>Henry E.Brady and David Collier, 2010, Rethinking Social Inquiry, Rowman & Littlefield.</p> <p>Robert K.Yin, 2014, Case Study Research, SAGE.</p> <p>Kate L. Turabian, 2007, A manual for Writers, Chicago.</p> <p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p>	
How to provide Feedback to assignments	
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	

Subject number : (GS)IND618E		
Name of Subject		Name of Professor
Research Method 2		KATO RAY RYUTA
Course description and Attainment target		
<p>Based on the fundamental analytical skills and knowledge provided in Research Method 1, This course tries to further provide students with numerical skills and methods for writing a research paper. This course is designed for students who want to write their research paper within the economics framework. In particular the numerical methods are introduced based on the research topic students want to explore. 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	More analytical methods for data	Studies on numerical methods
2nd	More analytical methods for data	Studies on numerical methods
3rd	More analytical methods for data	Studies on numerical methods
4th	More analytical methods for data	Studies on numerical methods
5th	More analytical methods for data	Studies on numerical methods
6th	More analytical methods for data	Studies on numerical methods
7th	More analytical methods for data	Studies on numerical methods
8th	More analytical methods for data	Studies on numerical methods
9th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
10th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
11th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
12th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
13th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students

14th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
Prerequisites and registration requirements		
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.		
Preparation for the course		
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.		
Textbooks		
No specific textbook is used. Lecture notes will be distributed in each session.		
Suggested readings		
Depending upon the background in statistics and econometrics participating students have, several suggested reading materials will be introduced.		
How to provide Feedback to assignments		
Answers or an example of answers is uploaded so that students can download it. Comments are given back to students who submitted.		
Grading policy		
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.		
Other		

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	NISHIDE JUNRO
Course description and Attainment target	
This is the course to develop the final research plan for the first year students. The students are required to draft a paper.	
Course content	
The students are required to make presentations of thier research plan, develop the plan and conduct research according to the plan, discussions and feedback in the class.	
Prerequisites and registration requirements	
NA	
Preparation for the course	
The students are expected to prepare their own basic reserch plan.	
Textbooks	
NA	
Suggested readings	
NA	
How to provide Feedback to assignments	
Grading policy	
Participation in class discussions (50%) In-class presentation (50%)	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	TSUJI MASAMI
Course description and Attainment target	
<p>This course is a follow-on course to Research Method 1.</p> <p>The objectives of this course are to determine a research topic and develop a research proposal with clear and practical methodology, strategy, and timeframe.</p>	
Course content	
<p>Contents of the course will be arranged for each student in line with his/her academic background, research topics, methodology, etc. Preliminary topics for discussion are as follows:</p> <p>Week 1 : Course overview</p> <p>Week 2 : Research topic (1)</p> <p>Week 3 : Research topic (2)</p> <p>Week 4 : Research design (1)</p> <p>Week 5 : Research design (2)</p> <p>Week 6 : Research questions and hypotheses (1)</p> <p>Week 7 : Research questions and hypotheses (2)</p> <p>Week 8 : Theoretical framework</p> <p>Week 9 : Methodology (1)</p> <p>Week 10 : Methodology (2)</p> <p>Week 11 : Literature review (1)</p> <p>Week 12 : Literature review (2)</p> <p>Week 13 : Literature review (3)</p> <p>Week 14 : Development of research proposal</p>	
Prerequisites and registration requirements	
<p>Students should ensure that they are ready for fully utilizing the knowledge and skills that they obtained in Research Method 1. Also, active participation in discussion at the classes is expected to students.</p>	
Preparation for the course	
<p>Students are expected to prepare for substantive discussion on the topic of each class.</p>	
Textbooks	
<p>Handouts will be distributed when necessary.</p>	
Suggested readings	
<p>(On specific research topic)</p> <p>Relevant reading materials will be suggested based on the research topic that individual students seek.</p> <p>(On research activities in general)</p> <p>Wayne C. Booth et al. (2016). The Craft of Research, Fourth Edition, University of Chicago Press</p> <p>Kate L. Turabian et al. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, Ninth edition, University of Chicago Press</p>	

How to provide Feedback to assignments
Feedback will be given directly at each class, and through Oh-o! Meiji when required.
Grading policy
Participation in discussion (20%) In-class presentations (30%) Research Proposal (50%)
Other
None.

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	KOBAYASHI YOSHIKI
Course description and Attainment target	
<p><COURSE DESCRIPTION></p> <ul style="list-style-type: none"> - This course is the continuation of “Research Method 1” in the previous semester. - Students are supposed to complete their research proposals based on the knowledge and skills learned in the course. <p>(* GSGS HP: https://www.meiji.ac.jp/cip/english/graduate/governance/reseachpaper.html)</p> <p><ATTAINMENT TARGET></p> <ul style="list-style-type: none"> - At the end of the semester, students submit final research proposals. These papers must include essential elements for academic writing. (Please see the below “Grading and Evaluation” part.) - Student should present their research proposals in the semester’s final class. <p><TEACHING METHODOLOGY></p> <ul style="list-style-type: none"> - The course will be in a seminar style. - Students also should be proactively engaged in the class assignments to improve academic writing skills. 	
Course content	
<ul style="list-style-type: none"> - The class schedule could be flexible depending on each student’s research progress. Below is a tentative basic schedule of the course, which is subject to change. <p>Class (1)–(5) : Discussing the research outline</p> <p>Class (6)–(10) : Discussing data collection</p> <p>Class (11)–(14) : Finalizing research proposals</p>	
Prerequisites and registration requirements	
<ul style="list-style-type: none"> - Students must complete Research Method 1 before registering for this course. - The preparation of the research paper and its prerequisite, the proposal, is a task that requires more initiative from each student than a regular lecture. As mentioned above, <u>each student must work and think independently.</u> The supervisors will do their best to support the students, but the students themselves play the primary role. 	
Preparation for the course	
<ul style="list-style-type: none"> - All students must get fully prepared for pre-announced assignments in each class. - Some behaviors may negatively affect grading and evaluation, such as (1) unpreparedness, (2) incompleted assignment submission, and (3) absenteeism from the class without prior notice to the instructor. 	

Textbooks
<p><u>Each student is strongly encouraged to obtain the following textbooks and to keep them at hand,</u> though all of them are available in the University's central library.</p> <ul style="list-style-type: none"> • Turabian, K.L., Booth, W.C., Colomb, G.G., Williams, J. M., and Bizup, J. (eds.) (2018), <i>A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Ninth Edition)</i> (University of Chicago Press) • Booth, W.C., Colomb, G.G., Williams, J.M., Bizup, J., and Fitzgerald, W.T. (eds.) (2016), <i>The Craft of Research (Chicago Guides to Writing, Editing, and Publishing) (Fourth Edition)</i> (University of Chicago Press) • Mullaney, T. S., & Rea, C (2022), <i>Where Research Begins: Choosing a Research Project That Matters to You</i> (University of Chicago Press)
Suggested readings
<ul style="list-style-type: none"> • Creswell, J. (2018), <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Fifth Edition)</i> (SAGE Publications) • Gary King, G., Keohane, R.O., and Verba, S. (1994), <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i> (Princeton Univ Press)
How to provide Feedback to assignments
<ul style="list-style-type: none"> - The instructor will provide feedback on each student's research progress through in-class discussions. - Besides this, each student may ask the instructor questions at any time through e-mail or other means.
Grading policy
<p>[Presentation, discussions and other contribution in a class] 50%.</p> <p>[Content of the proposal] 50%.</p> <ul style="list-style-type: none"> • Research objectives (including research questions and hypotheses) The proposal should clearly state the social problem that the research topic seeks to solve. The proposal should include straightforward research questions (RQs) and appropriate hypotheses for the RQs. • Methodologies of hypothesis verification. Include a description of both the theoretical framework and the data collection and analysis methodologies • Expected outcomes. The findings should maintain logical consistency with the research questions. • Social or academic value (significance) of the research . The proposal should objectively explain the research's significance so non-experts can understand the subject. • Originality or uniqueness of the research. The proposal should state the novelty of the research accurately based on a review of previous studies. • Limitations of the research and remaining future issues.
Other

Subject number : (GS)IND618E		
Name of Subject		Name of Professor
Research Method 2		IZUMO AKIKO
Course description and Attainment target		
<p>This lecture formulates a research plan for research papers as a preliminary step to “Research Papers 1 and 2.” The theme will be established based on public administration and public policy theory research trends, the lectures so far, interests in problems, and experience. Since public administration and public policy theory relate strongly to people’s lives as well as to current affairs, it is also important to present practical themes and solutions in the research paper.</p> <p>After the theme is decided, it is necessary to determine a research method and research framework that best match the theme. It is necessary to analyze previous research and position student’s own research within the relevant theoretical context. It is also important determine how to analyze the collected data and materials. Finally, students must create proposals for government and public policy as well as solutions to problems.</p> <p>Students will make presentations according to the progress of the research plan and hold discussions with their academic advisor and other students. The process of formulating a research plan for a research paper consists of (1) determining the theme, (2) collecting and analyzing previous research, (3) comparative consideration that includes theory, (4) case study, and (5) presentation of the research plan and revise it based on questions receiving from audience and answers.</p> <p><Attainment targets></p> <p>In the research plan, students should (a) decide on an interest as their specific research theme, (b) acquire various research methods and select the one that best matches the theme, (c) provide a new perspective on administrative problems, (d) ground their claims in theory, and (e) aim to conduct empirical case studies and an analysis of materials.</p>		
Course content		
Week	Theme	Contents
1st	Establishing the research theme (1)	To decide the theme, cut out the topic according to method such as writing out interests and grouping them that have something in common.
2nd	Establishing the research theme (2)	Confirm the relationship between problem interests and current affairs and clarify the issues.
3rd	Establishing the research theme (3)	Clarify theoretical trends related to the subject.
4th	Analysis of previous studies (1)	Identify previous studies of the theme and note their content and research methodology.
5th	Analysis of previous studies (2)	Advance the analysis of previous research.
6th	Analysis of previous studies (3)	Determine what to incorporate from previous research and what to present as one’s own research.
7th	Presentation of hypothesis (1)	Select and present multiple hypotheses.
8th	Presentation of hypothesis (2)	Determine the research method and test the hypothesis.

9th	Presentation of hypothesis (3)	Decide on the most appropriate data collection method (questionnaires, interviews, etc.).
10th	Case study (1)	Collect case data and material to test the hypothesis.
11th	Case study (2)	Proceed with case analysis.
12th	Case study (3)	Set the analysis viewpoint and comparison axis for the case.
13th	Presentation of research plan (1)	Present the research plan. Revise based on questions, answers, and discussion.
14th	Presentation of research plan (2)	Present the research plan. Revise based on questions, answers, and discussion.
Prerequisites and registration requirements		
It is important to take a proactive approach to research papers: (1) persistently collect material, (2) consider unique initiatives, such as conducting questionnaires and interviews, so that the research plan is as original as possible, (3) show a certain degree of novelty relative to previous research, and (4) proceed in creating real policies with an awareness of providing solutions.		
Preparation for the course		
In each lecture, it is necessary to report on the efforts from the previous time and the progress of the research plan. Finally, students are required to announce and submit the research plan.		
Textbooks		
Handouts will be distributed or students may download them on their own.		
Suggested readings		
<p>Evera, S.V. (1997). Guide to Methods for Students of Political Science. (Cornell University Press).</p> <p>Somekh, B. and Lewin, C. (2011). Theory and Methods in Social Research. (SAGE).</p> <p>Bailey, S. (2011). Academic Writing: A Handbook for International Students, Third edition. (Routledge)</p> <p>Creswell, J. W. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5 edition. (SAGE Publications).</p> <p>Yin, R.K. (2017). Case Study Research: Design and Methods. 6rd ed. (Sage Publications)</p> <p>Turabian, K.L., Booth, W.C., Colomb, G.G., Williams, J. M., and Bizup, J. (eds.) (2018), A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Ninth Edition) (University of Chicago Press).</p>		
How to provide Feedback to assignments		
Grading policy		
<p>Responses to questions and answers, participation in discussions, and contribution (30%)</p> <p>Efforts exerted toward the research plans for research papers and submissions (time limit compliance and content) (30%)</p> <p>Research plan content and feasibility (40%)</p>		
Other		
Nothing in particular		

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	YUASA HARUMICHI
Course description and Attainment target	
<p>The purpose of this class is to conduct research based on each person's interests and interests, and to acquire the methods for writing a treatise.</p> <p>The area of research is not limited, but we welcome students who are considering to conduct the research related to law, politics, administration, and policy.</p> <p>This class normally goes like bilateral discussion between students and professor.</p> <p>In the end of the course, students are expected to acquire research method and literacy.</p>	
Course content	
<p>In each class, students will report on the progress of their own research. Discussions will be held on these reports.</p> <p>W1 Introduction</p> <p>W2 Basic skills of study</p> <p>W3 Basic skills of study</p> <p>W4 Basic skills of study</p> <p>W5 Previous Studies and Literature Survey</p> <p>W6 Previous Studies and Literature Survey</p> <p>W7 Previous Studies and Literature Survey</p> <p>W8 Previous Studies and Literature Survey</p> <p>W9 Previous Studies and Literature Survey</p> <p>W10 Proposal of Study and Discussion</p> <p>W11 Proposal of Study and Discussion</p> <p>W12 Proposal of Study and Discussion</p> <p>W13 Proposal of Study and Discussion</p> <p>W14 Proposal of Study and Discussion</p>	
Prerequisites and registration requirements	
<p>All students are expected to speak and discuss at the class.</p> <p>All students are required to make presentation at the class.</p>	
Preparation for the course	
Students are required to conduct research into previous studies related to their topic.	
Textbooks	
No text book.	
Suggested readings	
Readings and references will be provided on an as-needed basis.	
How to provide Feedback to assignments	
Oral feedback at the class.	

Grading policy
Participation to discussion (40%), and Presenation at the class (60%)
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2	LOLLINI NICCOLO
Course description and Attainment target	
This course provides students with supervision on their research project. After identifying a research topic, students will conduct literature review, define a research question, and a suitable methodology for their study.	
Course content	
1-3 : Review of preliminary research proposals 4-10 : Literature review and theoretical framework 10-14 : Definition of research question and study methodology	
Prerequisites and registration requirements	
Preparation for the course	
Students are expected to conduct a preliminary literature review for their research before the seminar.	
Textbooks	
Suggested readings	
How to provide Feedback to assignments	
Students will receive feedback on their research project during classes.	
Grading policy	
Grading will be based on progresses in the research project through the course.	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	MINAMOTO YURIKO
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"> 1. Presentations of the research proposal and research framework based on the literature reviews in the 1st year. 2. Working on individual research. 3. Presentations of research progress. 	
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.	
How to provide Feedback to assignments	
Feedback to presentation reports will be provided during the class discussion.	
Grading policy	
Contribution to the class discussions (20%) In-class presentation of research progress (30%) Progress Report (50%)	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	SASAKA YUICHI
Course description and Attainment target	
<p>The students are required to present research draft of chapter 1 in the thesis to the advisor and students join the discussion which will be useful for all the students. 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. You had better start your argument with problem statement, if you deal with the problems related to the policy or institutions, and suggested policy, etc. can make the situation to a better one. If your interest lies in more theory-oriented one, you can start the discussion with theory-reviews. Anyway, important thing at this stage is to read references as much as possible. Slow start of writing a thesis may be harmful, but if you read more, you can recover the pace of writing easily.</p> <p>In the latter part, students are required to submit and explain the summary of the paper (book chapter, article) they have read and felt useful for making a research framework, and all will have the discussions. This process is repeated, and gradually students can construct research framework for their own.</p>	
Course content	
<p>Tentative Contents: Concrete contents are changeable due to the progress of researches conducted by students, and it can be varied upon the consultation.</p> <ol style="list-style-type: none"> 1. What are Research Questions 2. Concept Map and Research Design Matrix 3. Research Background, Problem Statement, Significance and Limitation 4. Research Methods (1) 5. Research Methods (2) 6. Summing Up 7. Drafting the Research Plan (1), Report of the Summary of Article (RSA) by students. 8. Drafting the Research Plan (2), RSA 9. RSA 10. RSA 11. RSA 12. RSA 13. Writing Chapter 1 (1) 14. Writing Chapter 1 (2) 	
Prerequisites and registration requirements	
<p>Students are expected to submit the initial drafts of chapter 1 and related memos summarizing the related articles and participate in the discussions. The important thing is to read many articles as much as possible. This helps you to construct research framework and enrich the arguments conducted in chapter 2.</p>	

Preparation for the course
Close communication, making chapter 1 and summary papers of articles students are reading are mandatory.
Textbooks
Reading materials will be suggested in due course, but basically students are expected to bring in important articles and books for this type of class.
Suggested readings
If necessary, advisors can recommend suggested readings.
How to provide Feedback to assignments
Advisor and students can have a catch-ball type communication here. Advisors send the comments by speech in the class and/or written comments in the e-mail. Students receive them and send back the possibly modified ideas, always they can talk. Then, similar communication continues. Students need to have a keen interest in other students' research topics, too, then they can concentrate deepening the discussions.
Grading policy
Regular class attendance, participation, and completion of initial draft of research paper chapter 1 are expected. Grades will be determined based on the following criteria: participation and discussions (50%); in-class presentation of initial draft of research plan (30%) and the quality of the papers submitted (20%).
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	NAGAHATA MAKOTO
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 and start 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. Although the actual schedule of the course will be arranged according to the progress of each student's research, the followings are expected process of the writing;</p> <p>Week 1-6 : Literature Review</p> <p>Week 7-10 : Survey results and analysis</p> <p>Week 11-14 : Drafting concluding parts and re-writing introductory parts</p>	
Prerequisites and registration requirements	
<p>Each student is requested to prepare for and make presentation on the progress their own research including writing draft of the paper, 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	
<p>None.</p>	
How to provide Feedback to assignments	
<p>Comments on the research paper drafts will be recorded in the word files to be shared in the class.</p>	
Grading policy	
<p>Presentation of research progress (30%)</p> <p>Research efforts and attempts (40%)</p> <p>Contents of the draft (30%)</p>	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	TANAKA HIDEAKI
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 Governance and Management” and “Public Finance and Social Welfare”. 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 presentation on the progress report of their own research, and active participation in the discussion is recommended.</p> <p>The date and time of class will be fixed based on students’ preference.</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, 2017, Academic Writing: A Handbook for International Students, 5th edition, Routledge</p> <p>John W. Creswell and J. David Creswell, 2022, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 6th 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>	
How to provide Feedback to assignments	
<p>Suggestions and advices on presentation and draft are provided from time to time.</p>	

Grading policy
Participation and discussions: 20%, Presentation at class: 30%, Paper writing: 50% Details of assessment will be provided at the beginning of course.
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	MATSUURA MASAHIRO
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.	
How to provide Feedback to assignments	
Students will receive feedbacks to the chapter drafts during the class as well as through the instructor's editorial comments made to the draft.	
Grading policy	
Grading will be made by the status of thesis writing at the end of the semester.	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	KIMURA SHUNSUKE
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>Handouts will be uploaded on Oh-o! Meiji web page.</p>	
Suggested readings	
<p>Wayne C. Booth et al, 2016, The Craft of Research (Fourth Edition), Chicago. John W.Creswell and J.David Creswell, 2018, Research Design (Fifth Edition), SAGE. Stephen van Evera, 1997, Gide to Methods for students of Political Science, Cornell University Press. Henry E.Brady and David Collier, 2010, Rethinking Social Inquiry, Rowman & Littlefield. Robert K.Yin, 2014, Case Study Research, SAGE. Kate L. Turabian, 2007, A manual for Writers, Chicago. Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge.</p>	
How to provide Feedback to assignments	
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	

Subject number : (GS)IND618E		
Name of Subject		Name of Professor
Research Paper 1		KATO RAY RYUTA
Course description and Attainment target		
<p>In this course, supervision will be provided to students in order for them to successfully complete their research paper. Not only class discussion but also individual research meetings will be arranged according to students' improvement. In particular, students will be supervised on how to narrow their own research topic, and also on how to construct a research paper. This course is designed for students who want to write their research paper within the economics framework. This course is designed to let students prepare for their successful research paper.</p>		
Course content		
Week	Theme	Contents
1st	How to narrow a research topic	Review of numerical methods
2nd	How to narrow a research topic	Review of numerical methods
3rd	How to narrow a research topic	Review of numerical methods
4th	How to construct the structure of a research paper	Review of numerical methods
5th	How to construct the structure of a research paper	Review of numerical methods
6th	How to construct the structure of a research paper	Review of numerical methods
7th	How to construct the structure of a research paper	Review of numerical methods
8th	Review of related research fields	Individual consultation for thesis writing and presentation by students
9th	Review of related research fields	Individual consultation for thesis writing and presentation by students
10th	Review of related research fields	Individual consultation for thesis writing and presentation by students
11th	Review of related research fields	Individual consultation for thesis writing and presentation by students
12th	Review of related research fields	Individual consultation for thesis writing and presentation by students
13th	Preparation for a research paper	Individual consultation for thesis writing and presentation by students

14th	Preparation for a research paper	Individual consultation for thesis writing and presentation by students
Prerequisites and registration requirements		
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.		
Preparation for the course		
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.		
Textbooks		
No specific textbook is used. Lecture notes will be distributed in each session.		
Suggested readings		
Depending upon the background in statistics and econometrics participating students have, several suggested reading materials will be introduced.		
How to provide Feedback to assignments		
Answers or an example of answers is uploaded so that students can download it. Comments are given back to students who submitted.		
Grading policy		
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.		
Other		

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	NISHIDE JUNRO
Course description and Attainment target	
The students are required to conduct their own research and to finish up the first draft.	
Course content	
The students are required to make presentations of thier research and develop it reflecting on their research plan, discussions and feedback in the class.	
Prerequisites and registration requirements	
NA	
Preparation for the course	
The students are expected to finish up conducting data collection and the analysis.	
Textbooks	
NA	
Suggested readings	
NA	
How to provide Feedback to assignments	
Grading policy	
Participation in class discussions (50%) In-class presentation (50%)	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	TSUJI MASAMI
Course description and Attainment target	
<p>Based on the outputs and outcome obtained through Research Methods 1 and 2, this course is for students to conduct their own research. Class discussions will be arranged.</p> <p>The objective of this course is to make tangible progress on research activities, to be ready for writing texts of a research paper.</p>	
Course content	
<p>At the classes, students will present materials for discussion with classmates and the advisor. Students will receive suggestions from the advisor on how further research activities should be undertaken. Preparatory and follow-up work on Thesis Workshop right before and after the workshop will also be undertaken in addition to regular presentation and discussion on research activities.</p> <p>Weeks 1–14: Presentation by students, followed by discussion with the advisor and classmates.</p>	
Prerequisites and registration requirements	
Active participation in discussion at the classes, and preparation of revised materials for further discussion are expected to students.	
Preparation for the course	
Students should prepare and submit materials for discussion before each class.	
Textbooks	
Handouts will be distributed when necessary.	
Suggested readings	
Kate L. Turabian et al. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, Ninth edition, University of Chicago Press	
How to provide Feedback to assignments	
Feedback will be given directly at each class, and through Oh-o! Meiji when required.	
Grading policy	
Participation in discussion (20%) In-class presentations (30%) Research outputs (50%)	
Other	
None.	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	KOBAYASHI YOSHIKI
Course description and Attainment target	
<p><COURSE DESCRIPTION></p> <ul style="list-style-type: none"> - This course is the continuation of “Research Method 1 and 2” in the first year. - Students are supposed to start writing master theses. <p>(* GSGS HP: https://www.meiji.ac.jp/cip/english/graduate/governance/reseachpaper.html)</p> <p><ATTAINMENT TARGET></p> <ul style="list-style-type: none"> - <u>At the end of the semester (or sometime during spring break), students should submit the first draft of their master theses.</u> - These papers must include essential elements for academic writing. (Please see the below “Grading and Evaluation” part.) <p><TEACHING METHODOLOGY></p> <ul style="list-style-type: none"> - The course will be in a seminar style. - Students also should be proactively engaged in the class assignments to improve academic writing skills. 	
Course content	
<ul style="list-style-type: none"> - The class schedule could be flexible depending on each student’s research progress. Below is a tentative basic schedule of the course, which is subject to change. <p>Class (1)–(5) : Discussing the research plan in the second year and starting a draft</p> <p>Class (6)–(10) : Discussing individual progress</p> <p>Class (11)–(14) : Preparing for the the <i>Thesis Work Shop</i> (to be scheduled in December)</p>	
Prerequisites and registration requirements	
<ul style="list-style-type: none"> - This course is the continuation of “Research Method 1 and 2” in the first year. 	
Preparation for the course	
<ul style="list-style-type: none"> - All students must get fully prepared for pre-announced assignments in each class. - Some behaviors may negatively affect grading and evaluation, such as (1) unpreparedness, (2) incompleted assignment submission, and (3) absenteeism from the class without prior notice to the instructor. 	

Textbooks
<p>Each student is strongly encouraged to obtain the following textbooks and to keep them at hand, though all of them are available in the University's central library.</p> <ul style="list-style-type: none"> • Turabian, K.L., Booth, W.C., Colomb, G.G., Williams, J. M., and Bizup, J. (eds.) (2018), <i>A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Ninth Edition)</i> (University of Chicago Press) • Booth, W.C., Colomb, G.G., Williams, J.M., Bizup, J., and Fitzgerald, W.T. (eds.) (2016), <i>The Craft of Research (Chicago Guides to Writing, Editing, and Publishing) (Fourth Edition)</i> (University of Chicago Press) • Mullaney, T. S., & Rea, C. (2022), <i>Where Research Begins: Choosing a Research Project That Matters to You</i> (University of Chicago Press)
Suggested readings
<ul style="list-style-type: none"> • Creswell, J. (2018), <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Fifth Edition)</i> (SAGE Publications) • Gary King, G., Keohane, R.O., and Verba, S. (1994), <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i> (Princeton Univ Press)
How to provide Feedback to assignments
<ul style="list-style-type: none"> - The instructor will provide feedback on each student's research progress through in-class discussions. - Besides this, each student may ask the instructor questions at any time through e-mail or other means.
Grading policy
<p>[Presentation, discussions and other contributions in a class] 40%.</p> <p>[Content of the draft research paper] 60%.</p> <ul style="list-style-type: none"> • Research objectives (including research questions and hypotheses) The proposal should clearly state the social problem that the research topic seeks to solve. The proposal should include straightforward research questions (RQs) and appropriate hypotheses for the RQs. • Methodologies of hypothesis verification. Include a description of both the theoretical framework and the data collection and analysis methodologies • Findings. The findings should maintain logical consistency with the research questions. • Social or academic value (significance) of the research . The proposal should objectively explain the research's significance so non-experts can understand the subject. • Originality or uniqueness of the research. The proposal should state the novelty of the research accurately based on a review of previous studies. • Limitations of the research and remaining future issues.
Other

Subject number : (GS)IND618E		
Name of Subject		Name of Professor
Research Paper 1		IZUMO AKIKO
Course description and Attainment target		
<p>This lecture formulates a research plan for research papers as a preliminary step to “Research Papers 1 and 2.” The theme will be established based on public administration and public policy theory research trends, the lectures so far, interests in problems, and experience. Since public administration and public policy theory relate strongly to people’s lives as well as to current affairs, it is also important to present practical themes and solutions in the research paper.</p> <p>In Research Method 1, the research theme has been decided, and the analysis of previous research has been completed to some extent. Research Method 2 considers how to construct data in these processes while continuing the analysis of previous research; 1) collecting existing data, 2) examining and constructing hypotheses, 3) conducting questionnaires, and 4) determining the method for analyzing the data. Through these, we will build the grounds for realizing the research plan.</p> <p>Next, proceed to the case study. In the case study, 5) the introduction case of the proposal in the research plan is investigated, and the factors such as success and failure are analyzed. 6) Conduct qualitative surveys such as interview surveys based on the analysis of factors.</p> <p><Objectives>.</p> <p>In the research plan, students should (a) acquire various research methods and select the one that best matches the theme, (b) provide a new perspective on administrative problems, (c) ground their claims in theory, and (d) aim to conduct empirical case studies and an analysis of materials.</p>		
Course content		
Week	Theme	Contents
1st	Presenting the research plan	Confirmation of future research plans
2nd	Presentation of hypothesis (1)	Select and present multiple hypotheses.
3rd	Presentation of hypothesis (2)	Determine the research method and test the hypothesis.
4th	Presentation of hypothesis (3)	Decide on the most appropriate data collection method (questionnaires, interviews, etc.).
5th	Data collection (1)	Examine existing data and reveal the required data.
6th	Data collection (2)	Consider how to collect data.
7th	Data collection (3)	Start collecting data.
8th	Data collection (4)	Determine the research method and test the hypothesis.
9th	Case study (1)	Proceed with case analysis.
10th	Case study (2)	Collect case data and material to test the hypothesis.
11th	Case study (3)	Set the analysis viewpoint and comparison axis for the case.
12th	Case study (4)	Presentation of case studies

13th	Presentation of research plan (1)	Present the research plan. Revise based on questions, answers, and discussion.
14th	Presentation of research plan (2)	Present the research plan. Revise based on questions, answers, and discussion.
Prerequisites and registration requirements		
It is important to take a proactive approach to research papers: (1) persistently collect material, (2) consider unique initiatives, such as conducting questionnaires and interviews, so that the research plan is as original as possible, (3) show a certain degree of novelty relative to previous research, and (4) proceed in creating real policies with an awareness of providing solutions.		
Preparation for the course		
In each lecture, it is necessary to report on the efforts from the previous time and the progress of the research plan. Finally, students are required to announce and submit the research plan.		
Textbooks		
Handouts will be distributed or students may download them on their own.		
Suggested readings		
<p>Evera, S.V. (1997). Guide to Methods for Students of Political Science. (Cornell University Press).</p> <p>Somekh, B. and Lewin, C. (2011) Theory and Methods in Social Research. (SAGE).</p> <p>Bailey, S. (2011). Academic Writing: A Handbook for International Students, Third edition. (Routledge)</p> <p>Creswell, J. W. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5 edition. (SAGA Publications).</p> <p>Yin, R.K. (2017). Case Study Research: Design and Methods. 6rd ed. (Sage Publications)</p> <p>Turabian, K.L., Booth, W.C., Colomb, G.G., Williams, J. M., and Bizup, J. (eds.) (2018), A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Ninth Edition) (University of Chicago Press).</p>		
How to provide Feedback to assignments		
Grading policy		
<p>Responses to questions and answers, participation in discussions, and contribution (30%)</p> <p>Efforts exerted toward the research plans for research papers and submissions (time limit compliance and content) (30%)</p> <p>Research plan content and feasibility (40%)</p>		
Other		
Nothing in particular		

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	YUASA HARUMICHI
Course description and Attainment target	
<p>The purpose of this class is to complete research paper based on each person's interests and interests, and to acquire the basic methods for writing a treatise.</p> <p>The area of research is not limited, but we welcome students who are considering to conduct the research related to law, politics, administration, and policy.</p> <p>This class normally goes like bilateral discussion between students and lecturer.</p> <p>In the end of the course, students are expected to complete the paper.</p>	
Course content	
<p>In each class, students will report on the progress of their own research paper.</p> <p>W1 Introduction</p> <p>W2 Basic skills of study</p> <p>W3 Basic skills of study</p> <p>W4 Basic skills of study</p> <p>W5 Previous Studies and Literature Survey</p> <p>W6 Previous Studies and Literature Survey</p> <p>W7 Previous Studies and Literature Survey</p> <p>W8 Previous Studies and Literature Survey</p> <p>W9 Previous Studies and Literature Survey</p> <p>W10 Proposal of Study and Discussion</p> <p>W11 Proposal of Study and Discussion</p> <p>W12 Proposal of Study and Discussion</p> <p>W13 Proposal of Study and Discussion</p> <p>W14 Proposal of Study and Discussion</p>	
Prerequisites and registration requirements	
All students are expected to talk and discuss at the class.	
Preparation for the course	
Students are required to conduct research into previous studies related to their topic.	
Textbooks	
No text book.	
Suggested readings	
Readings and references will be provided on an as-needed basis.	
How to provide Feedback to assignments	
Oral feedback at the class.	
Grading policy	
Participation to discussion (40%), and quality of the paper (60%)	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1	LOLLINI NICCOLO
Course description and Attainment target	
This course is aimed at supporting students with their thesis project. The course will focus on the analysis and organisation of data, as well as on thesis structure.	
Course content	
1-4 : Data analysis 5-9 : Data organisation-presentation 10-14 : Thesis structure	
Prerequisites and registration requirements	
Preparation for the course	
Preparation and readings will be discussed before the course.	
Textbooks	
Suggested readings	
How to provide Feedback to assignments	
Students will receive feedback on their research project during classes.	
Grading policy	
Grading will be based on progresses in the resesrch project through the course.	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	MINAMOTO YURIKO
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"> 1. Presentations of the research progress. 2. Revisions of draft chapters. 3. Presentations of final draft papers. 	
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.	
How to provide Feedback to assignments	
Feedback to presentation reports will be provided during the class discussion.	
Grading policy	
<p>Contribution to the class discussions (30%)</p> <p>In-class presentation of research progress (30%)</p> <p>Research efforts and attempts (40%)</p>	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	SASAKA YUICHI
Course description and Attainment target	
<p>Most of the course is based on individual meetings, but at each point, the student is required to present research chapter draft to the advisor and all the students receive the comments and join together the review discussions. In the final process, students make the whole version of the thesis draft, chapter by chapter, and the advisor provides the final checks and suggestions.</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 research activities.</p> <p>The very final process of this class is e-mail exchange between a student and advisor rather than the ordinary class in the classroom.</p>	
Course content	
<p>At this stage, students have decided research questions, research frameworks, research method, and others, even though some partial changes are possible. Basically, also chapter 1 and 2 may have been finished. In each chapter, advisor can provide suggestions, hints and some related references, but students can decide which way to go. Basically, the class is person to person style, but possibly all the students sometimes can share the time to talk each other.</p>	
Prerequisites and registration requirements	
<p>Students are expected to submit the initial drafts and participate in the discussions. Zealous participation and patience are necessary to accomplish the work. Keeping the pace and concentration is important.</p>	
Preparation for the course	
<p>As mentioned in the prerequisites.</p>	
Textbooks	
<p>At this stage, reading materials will not be so necessary, if it is, it will be suggested in due course.</p>	
Suggested readings	
<p>Depending on the subject and progress, the advisor can suggest recommended readings.</p>	
How to provide Feedback to assignments	
<p>Basically, students provide the provisional paper works, and the advisor provides the comments. Feedback can be conducted in the class, and e-mail exchange. That is catch-ball process of a baseball.</p>	
Grading policy	
<p>Class participation and discussions (30%) and in-class and out of the class presentation of research outcomes (70%).</p>	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	NAGAHATA MAKOTO
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. However, the students are requested to complete the first draft of the paper before late May for proof reading, and to complete final paper before the 1st week of July.</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, and finalize it.</p>	
Textbooks	
<p>None.</p>	
Suggested readings	
<p>None.</p>	
How to provide Feedback to assignments	
<p>Comments on the research paper drafts will be recorded in the word files to be shared in the class.</p>	
Grading policy	
<p>Class participation in discussions (30%) Research efforts and attempts (30%) Contents of the paper (40%)</p>	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	TANAKA HIDEAKI
Course description and Attainment target	
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.	
Course content	
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.	
Prerequisites and registration requirements	
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. The date and time of class will be fixed based on students' preference.	
Preparation for the course	
Students are expected to draft their paper in advance and discuss based on it in the class.	
Textbooks	
Stephen Bailey, 2017, Academic Writing: A Handbook for International Students, 5th edition, Routledge John W. Creswell and J. David Creswell, 2022, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 6th 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	
Suggested readings	
Readings and references will be provided on an as-needed basis.	
How to provide Feedback to assignments	
Suggestions and advices on presentation and draft are provided from time to time.	
Grading policy	
Research efforts and attempts: 30%, Assessment of quality of Master's thesis: 70%	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	MATSUURA MASAHIRO
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	
None.	
Suggested readings	
None.	
How to provide Feedback to assignments	
Students will receive feedbacks to the chapter drafts during the class as well as through the instructor's editorial comments made to the draft.	
Grading policy	
Grading will be made by the status of thesis writing at the end of the semester.	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	KIMURA SHUNSUKE
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>Handouts will be uploaded on Oh-o! Meiji web page.</p>	
Suggested readings	
<p>Wayne C. Booth et al, 2016, The Craft of Research (Fourth Edition), Chicago.</p> <p>John W.Creswell and J.David Creswell, 2018, Research Design (Fifth Edition), SAGE.</p> <p>Stephen van Evera, 1997, Gide to Methods for students of Political Science, Cornell University Press.</p> <p>Henry E.Brady and David Collier, 2010, Rethinking Social Inquiry, Rowman & Littlefield.</p> <p>Robert K.Yin, 2014, Case Study Research, SAGE.</p> <p>Kate L. Turabian, 2007, A manual for Writers, Chicago.</p> <p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p>	
How to provide Feedback to assignments	
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	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	KATO RAY RYUTA
Course description and Attainment target	
Based on the supervision provided in Research Paper 1, continuous supervision will be given to students. In particular, in Research Paper 2, more focus will be given to crystallizing students' research paper. If satisfactory data is not obtained, then, an alternative data, or methods could be discussed. Numerical methods used in students' research paper will also be polished to improve their research paper.	
Course content	
1st	Literature Review 1
2nd	Literature Review 2
3rd	Discussion on existing literature
4th	Data Examination 1
5th	Data Examination 2
6th	Data Examination 3
7th	Numerical methods 1
8th	Numerical methods 2
9th	Numerical methods 3
10th	Estimation evaluation 1
11th	Estimation evaluation 2
12th	Presentation 1
13th	Presentation 2
14th	Final modification
Prerequisites and registration requirements	
Since this course is made for finalizing students' research paper, it is assumed that Research Paper 1 was taken.	
Preparation for the course	
Students' strong effort to crystallize their own research paper is required. When students cannot get any enough data, then they are also required to search for another data sets.	
Textbooks	
Suggested readings	

How to provide Feedback to assignments
Answers or an example of answers is uploaded so that students can download it. Comments are given back to students who submitted.
Grading policy
Evaluation is given based on to the extent how much they can respond to my requests in supervision, when they are asked to revise their research paper.
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	NISHIDE JUNRO
Course description and Attainment target	
The students are required to conduct their own research and to complete their own Master paper.	
Course content	
The students are required to make presentations of thier reserch and improve it reflecting on their developed reserch plan, discussions and feedback in the class.	
Prerequisites and registration requirements	
NA	
Preparation for the course	
Instruct in the class.	
Textbooks	
NA	
Suggested readings	
NA	
How to provide Feedback to assignments	
Grading policy	
Participation in class discussions (10%), In-class presentation (20%), and Research Achievement (70%)	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	TSUJI MASAMI
Course description and Attainment target	
<p>Based on the progress through Research Paper 1, this course will continue writing work of research paper.</p> <p>The objective of this course is to finalize the research paper.</p>	
Course content	
<p>Students will prepare and submit certain sections of draft paper for review before each class. The advisor will give comments on those. Based on the draft paper with comments, discussion will be held in each class. For further improvement of the paper, students are expected to revise the draft taking comments from the advisor into consideration.</p> <p>Weeks 1-12 : Submission of certain sections of draft paper from students, provision of comments from the advisor, discussion based on the comments, confirmation of progress in light of the planned schedule</p> <p>Weeks 13-14 : Final check of research paper</p>	
Prerequisites and registration requirements	
Active participation in discussion with the advisor, and appropriate incorporation of his comments in the research paper is expected to students.	
Preparation for the course	
Students should prepare and submit materials for discussion before each class.	
Textbooks	
None.	
Suggested readings	
None.	
How to provide Feedback to assignments	
Feedback will be given directly at each class, and through Oh-o! Meiji when required.	
Grading policy	
<p>Research efforts and attempts (30%)</p> <p>Quality of the research paper (70%)</p>	
Other	
None.	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	KOBAYASHI YOSHIKI
Course description and Attainment target	
<p><COURSE DESCRIPTION></p> <ul style="list-style-type: none"> - This course is the continuation of "Research Paper 1" in the previous semester. - Students are supposed to complete their master theses. <p>(* GSGS HP: https://www.meiji.ac.jp/cip/english/graduate/governance/reseachpaper.html)</p> <p><ATTAINMENT TARGET></p> <ul style="list-style-type: none"> - <u>Students should complete and submit their master theses by the due date set by the GSGS.</u> - These papers must include essential elements for academic writing. (Please see the below "Grading and Evaluation" part.) <p><TEACHING METHODOLOGY></p> <ul style="list-style-type: none"> - The course will be in a seminar style. - Students also should be proactively engaged in the class assignments to improve academic writing skills. 	
Course content	
<ul style="list-style-type: none"> - The class schedule could be flexible depending on each student's research progress. Below is a tentative basic schedule of the course, which is subject to change. <p>Class (1)–(5) : Discussing individual progress</p> <p>Class (6)–(10) : Preparing the draft paper submitted to grammatic proofreading (to be scheduled in early June)</p> <p>Class (11)–(14) : Finalizing the completed thesis</p>	
Prerequisites and registration requirements	
<ul style="list-style-type: none"> - This course is the continuation of "Research Paper 1" in the previous semester. 	
Preparation for the course	
<ul style="list-style-type: none"> - All students must get fully prepared for pre-announced assignments in each class. - Some behaviors may negatively affect grading and evaluation, such as (1) unpreparedness, (2) incompleted assignment submission, and (3) absenteeism from the class without prior notice to the instructor. 	

Textbooks
<p>Each student is strongly encouraged to obtain the following textbooks and to keep them at hand, though all of them are available in the University's central library.</p> <ul style="list-style-type: none"> • Turabian, K.L., Booth, W.C., Colomb, G.G., Williams, J. M., and Bizup, J. (eds.) (2018), <i>A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Ninth Edition)</i> (University of Chicago Press) • Booth, W.C., Colomb, G.G., Williams, J.M., Bizup, J., and Fitzgerald, W.T. (eds.) (2016), <i>The Craft of Research (Chicago Guides to Writing, Editing, and Publishing) (Fourth Edition)</i> (University of Chicago Press) • Mullaney, T. S., & Rea, C. (2022), <i>Where Research Begins: Choosing a Research Project That Matters to You</i> (University of Chicago Press)
Suggested readings
<ul style="list-style-type: none"> • Creswell, J. (2018), <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Fifth Edition)</i> (SAGE Publications) • Gary King, G., Keohane, R.O., and Verba, S. (1994), <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i> (Princeton Univ Press)
How to provide Feedback to assignments
<ul style="list-style-type: none"> - The instructor will provide feedback on each student's research progress through in-class discussions. - Besides this, each student may ask the instructor questions at any time through e-mail or other means.
Grading policy
<p>[Presentation, discussions and other contributions in a class] 20%.</p> <p>[Content of the final research paper] 80%.</p> <ul style="list-style-type: none"> • Research objectives (including research questions and hypotheses) The proposal should clearly state the social problem that the research topic seeks to solve. The proposal should include straightforward research questions (RQs) and appropriate hypotheses for the RQs. • Methodologies of hypothesis verification. Include a description of both the theoretical framework and the data collection and analysis methodologies • Findings. The findings should maintain logical consistency with the research questions. • Social or academic value (significance) of the research . The study should objectively explain the research's significance so non-experts can understand the subject. • Originality or uniqueness of the research. The study should state the novelty of the research accurately based on a review of previous studies. • Limitations of the research and remaining future issues.
Other

Subject number : (GS)IND618E		
Name of Subject		Name of Professor
Research Paper 2		IZUMO AKIKO
Course description and Attainment target		
<p>In this course, students will actually write a thesis based on the research plan for the master's thesis. Students will present their progress in writing the master's thesis and hold related discussions with their supervisor and other students. The process of formulating a research plan is as follows: (1) start collecting and analyzing the research you have done, then proceed further, (2) conduct additional research if necessary, (3) create an outline based on the research plan, (4) write based on the analysis results, and (5) present in the context of writing the thesis and revise based on the questions and answers from the audience.</p> <p>Achievement Objectives</p> <p>Students should include the following in their research plan: (a) base their claims on theory, and (b) aim to conduct empirical case studies and analysis of related materials.</p>		
Course content		
Week	Theme	Contents
1st	Review the survey plan	Determine the policy of the investigation.
2nd	Data analysis (1)	Proceed with analysis of existing data and data collected by yourself.
3rd	Data analysis (2)	Data analysis presentation.
4th	Data analysis (3)	Discuss based on data analysis.
5th	Reexamination of hypothesis based on data analysis (1)	Discuss the prospects and corrections of the hypothesis.
6th	Reexamination of hypothesis based on data analysis (2)	Discuss the prospects and corrections of the hypothesis.
7th	Started writing a master's thesis and presentation	Check the precautions for writing a paper.
8th	Paper presentation (1)	Make a presentation based on the writing.
9th	Paper presentation (2)	Make a presentation based on the writing.
10th	Paper presentation (3)	Make a presentation based on the writing.
11th	Discussion based on the presentation (1)	Discuss based on the presentation.
12th	Discussion based on the presentation (2)	Discuss based on the presentation.
13th	Correction of the paper (1)	Decide the policy to revise the paper based on the presentation and discussion.

14th	Correction of the paper (2)	Decide the policy to revise the paper based on the presentation and discussion.
Prerequisites and registration requirements		
It is important to take a proactive approach to research papers: (1) persistently collect material, (2) consider unique initiatives, such as conducting questionnaires and interviews, so that the research plan is as original as possible, (3) show a certain degree of novelty relative to previous research, and (4) proceed in creating real policies with an awareness of providing solutions.		
Preparation for the course		
In each lecture, it is necessary to report on the efforts from the previous time and the progress of the research plan.		
Textbooks		
Handouts will be distributed or students may download them on their own.		
Suggested readings		
<p>Evera, S.V. (1997). Guide to Methods for Students of Political Science. (Cornell University Press).</p> <p>Somekh, B. and Lewin, C. (2011) Theory and Methods in Social Research. (SAGE).</p> <p>Bailey, S. (2011). Academic Writing: A Handbook for International Students, Third edition. (Routledge)</p> <p>Creswell, J. W. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5 edition. (SAGA Publications).</p> <p>Yin. R.K. (2017). Case Study Research: Design and Methods. 6rd ed. (Sage Publications)</p> <p>Turabian, K.L., Booth, W.C., Colomb, G.G., Williams, J. M., and Bizup, J. (eds.) (2018), A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Ninth Edition) (University of Chicago Press).</p>		
How to provide Feedback to assignments		
Grading policy		
<p>Q & A responses, discussion participation, and overall class contribution: (30%)</p> <p>Amount of effort focused on research plans for research papers and submissions (compliance with due dates and quality of content) (30%)</p> <p>Research plan content and feasibility (40%)</p>		
Other		

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2	YUASA HARUMICHI
Course description and Attainment target	
<p>The purpose of this class is to complete research paper based on each person's interests and to acquire the basic methods for writing a treatise.</p> <p>The area of research is not limited, but we welcome students who are considering to conduct the research related to law, politics, administration, and policy.</p> <p>This class normally goes like bilateral discussion between students and lecturer.</p> <p>In the end of the course, students are expected to complete the paper.</p>	
Course content	
<p>In each class, students will report on the progress of their own research paper.</p> <p>W1 Introduction</p> <p>W2 Basic skills of study</p> <p>W3 Basic skills of study</p> <p>W4 Basic skills of study</p> <p>W5 Previous Studies and Literature Survey</p> <p>W6 Previous Studies and Literature Survey</p> <p>W7 Previous Studies and Literature Survey</p> <p>W8 Previous Studies and Literature Survey</p> <p>W9 Previous Studies and Literature Survey</p> <p>W10 Proposal of Study and Discussion</p> <p>W11 Proposal of Study and Discussion</p> <p>W12 Proposal of Study and Discussion</p> <p>W13 Proposal of Study and Discussion</p> <p>W14 Proposal of Study and Discussion</p>	
Prerequisites and registration requirements	
All students are expected to talk and discuss at the class.	
Preparation for the course	
Students are required to conduct research into previous studies related to their topic.	
Textbooks	
No text book.	
Suggested readings	
Readings and references will be provided on an as-needed basis.	
How to provide Feedback to assignments	
Oral feedback at the class.	
Grading policy	
Participation to discussion (40%), and quality of the paper (60%)	
Other	

Subject number : (GS)IND618E		
Name of Subject		Name of Professor
Research Paper 2		LOLLINI NICCOLO
Course description and Attainment target		
This course is aimed at supporting students with their thesis project. The course will focus on the writing of different thesis chapters and the effective use of academic English.		
Course content		
Week	Theme	Contents
1-4	Literature review and methodology chapters	
5-9	Findings chapter	
10-14	Conclusion and introduction chapters	
Prerequisites and registration requirements		
Preparation for the course		
Preparation and readings will be discussed before the course.		
Textbooks		
Suggested readings		
How to provide Feedback to assignments		
Students will receive feedback on their research project during classes.		
Grading policy		
Grading will be based on progresses in the research project through the course.		
Other		