2026

Graduate School of Governance Studies

Syllabus

Meiji University

Contents

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 IV 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 2026　(Graduate School of Governance Studies)

【Spring semester】April 1 to September 19

Orientation for current students	March 28 (Sat.)
Class starts	April 6 (Mon.)
Registration period	Mid April
Distribution of the individual timetable	Late April
Preliminary registration of the tentative title of research paper (September graduating students)	May 14 (Thu.) to May 20 (Wed.)
Date of submission of research paper (September graduating students)	July 2 (Thu.) to July 4 (Sat.)
Thesis Defense (September graduating students)	July 18 (Sat.)
End of class	July 31 (Fri.)
Summer vacation	August 1 (Sat.) to September 19 (Sat.)
Graduation ceremony (September Graduating students)	September 19 (Sat.)

※ Date to be offered Classes held on national holidays : April 29, July 20

【Fall semester】September 20 to March 31

Orientation for newly - enrolled students	September 20 (Sun.)
Entrance ceremony (September intake students)	September 19 (Sat.)
Welcome party for newly - enrolled students	September 20 (Sun.)
Class starts	September 21 (Mon.)
Registration period	Late September
Distribution of the individual timetable	Early October
Anniversary of university foundation	November 1 (Sun.)
Winter vacation	December 25 (Fri.) to January 7 (Thu.)
Anniversary of university foundation	January 17 (Sun.)
End of class	February 1 (Mon.)

※ Date to be offered Classes held on national holidays : September 21, 22, October 12, November 23

Academic Credit Requirements

1.　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.
2.　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 Expense" 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 Expense
Field A：Basic subject - Policy, administration, management					
Governance Studies	2	Professor	IZUMO AKIKO	7	
Intergovernmental Relations *	2	This course will not be held in 2026.			
NGO/NPO Policy *	2	This course will not be held in 2026.			
NGO/NPO Management *	2	Professor	NAGAHATA MAKOTO	10	
E-Government	2	Professor	YUASA HARUMICHI	12	
Public Employment and Personnel Management	2	Professor	IZUMO AKIKO	15	
Urban Planning and Design Policies *	2	Professor	MATSUURA MASAHIRO	18	●
Introduction to Policy-making Processes	2	Professor	MATSUURA MASAHIRO	20	
Contemporary Japanese Society	2	Senior Assistant Professor	LOLLINI NICCOLO	23	
Global Topics and Issues *	2	This course will not be held in 2026.			
Global Governance *	2	Professor	SASAOKA YUICHI	25	
Introduction to Political Science	2	Assistant Professor	MAKI ANNA	27	
Theories of Democracy	2	Assistant Professor	MAKI ANNA	29	
Field B：Basic subject - Economic, finance, development					
Social Development	2	Professor	YONEHARA AKI	31	
Econometrics A	2	This course will not be held in 2026.			
Econometrics B	2	This course will not be held in 2026.			
Public Finance and Social Welfare	2	Professor	TANAKA HIDEAKI	35	
Economics A	2	Senior Assistant Professor, School of Political Science and Economics	MIYAZAKI EKSAN	38	
Economics B	2	Senior Assistant Professor, School of Political Science and Economics	MIYAZAKI EKSAN	40	
Evaluation Theory and Practice	2	This course will not be held in 2026.			
Total Quality Management in Public Sector	2	Professor	NISHIDE JUNRO	42	
Quality Management in Japanese Public Sector	2	Professor	NISHIDE JUNRO	44	●
Negotiation in the Public Sector	2	Professor	MATSUURA MASAHIRO	46	
Government and Politics in Developing Countries	2	Professor	SASAOKA YUICHI	48	
Public Governance and Management	2	Professor	TANAKA HIDEAKI	50	
Field C：Applied Policy Study					
Policy, evaluation					
Current Development in Public Policy and Management	2	Assistant Professor	MAKI ANNA	53	●
Consensus building and sustainability transition *	2	This course will not be held in 2026.			
Public administration management					
Human Resource Management *	2	Professor	NAGAHATA MAKOTO	55	
Local government					
Cutting-edge Local Government Policies	2	This course will not be held in 2026.			
Citizen's Participation and Local Governance	2	Professor	KIMURA SHUNSUKE	57	
Crisis management					
Crisis Management	2	This course will not be held in 2026.			
Economics, finance					
Community/Regional development					
Community Engagement and Facilitation *	2	This course will not be held in 2026.			
Community Welfare Service	2	Professor	OYAMA NORIHIRO	62	●
Multicultural Society	2	Associate Professor	MATSUMOTO NAKA	64	
The Political Economy of Food and Agriculture	2	Senior Assistant Professor	LOLLINI NICCOLO	66	
Local Development in Japan	2	Senior Assistant Professor	LOLLINI NICCOLO	68	
Local Responses to Agricultural Issues in Japan	2	Senior Assistant Professor	LOLLINI NICCOLO	70	●
Environment					
Environmental Governance	2	Professor	TSUJI MASAMI	72	

Courses Title	Credit	Title	Name	Page	FT Expense
Environmental Management	2	Professor	TSUJI MASAMI	74	
Environmental Assessment	2	Professor	TSUJI MASAMI	76	
International issues					
Japanese Foreign and Development Policy	2	Professor	SASAOKA YUICHI	78	
Political Economy of Development	2	Professor, School of Political Science and Economics	HORIKANE YUMI	80	
Theories and Experience of the Developmental State	2	Professor, School of Political Science and Economics	HORIKANE YUMI	82	
SDGs and International Peace Studies	2	Lecturer	MATSUZAWA TOMOKO	84	
Business					
Private Sector Development	2	Lecturer	KAMEYAMA TAKUJI	86	
E-Government					
E-Participation	2	Professor	YUASA HARUMICHI	89	
Global Cyber Governance	2	Professor	YUASA HARUMICHI	91	
Field D：Practical seminars					
Social Research Method	2	This course will not be held in 2026.			
Introductory Statistics for Social Research	2	Professor	YONEHARA AKI	93	
Qualitative Research Methods	2	Associate Professor	MATSUMOTO NAKA	96	
Masters Thesis Development	2	This course will not be held in 2026.			
Analyzing and Writing in Qualitative Research	2	This course will not be held in 2026.			
Critical Reading and Writing	2	Assistant Professor	MAKI ANNA	99	
Research Method 1	2	Associate Professor	MATSUMOTO NAKA	101	
Research Method 1	2	Professor	YONEHARA AKI	103	
Research Method 2	2	Professor	SASAOKA YUICHI	105	
Research Method 2	2	Professor	NAGAHATA MAKOTO	107	
Research Method 2	2	Professor	TANAKA HIDEAKI	108	
Research Method 2	2	Professor	MATSUURA MASAHIRO	109	
Research Method 2	2	Professor	KIMURA SHUNSUKE	110	
Research Method 2	2	Professor	NISHIDE JUNRO	111	
Research Method 2	2	Professor	TSUJI MASAMI	112	
Research Method 2	2	Professor	IZUMO AKIKO	114	
Research Method 2	2	Professor	YUASA HARUMICHI	116	
Research Method 2	2	Professor	YONEHARA AKI	118	
Research Method 2	2	Associate Professor	MATSUMOTO NAKA	120	
Research Method 2	2	Senior Assistant Professor	LOLLINI NICCOLO	122	
Research Paper 1	2	Professor	SASAOKA YUICHI	123	
Research Paper 1	2	Professor	NAGAHATA MAKOTO	125	
Research Paper 1	2	Professor	TANAKA HIDEAKI	126	
Research Paper 1	2	Professor	MATSUURA MASAHIRO	128	
Research Paper 1	2	Professor	KIMURA SHUNSUKE	129	
Research Paper 1	2	Professor	NISHIDE JUNRO	130	
Research Paper 1	2	Professor	TSUJI MASAMI	131	
Research Paper 1	2	Professor	IZUMO AKIKO	132	
Research Paper 1	2	Professor	YUASA HARUMICHI	134	
Research Paper 1	2	Professor	YONEHARA AKI	135	
Research Paper 1	2	Associate Professor	MATSUMOTO NAKA	136	
Research Paper 1	2	Senior Assistant Professor	LOLLINI NICCOLO	138	
Research Paper 2	2	Professor	SASAOKA YUICHI	139	
Research Paper 2	2	Professor	NAGAHATA MAKOTO	140	
Research Paper 2	2	Professor	TANAKA HIDEAKI	141	
Research Paper 2	2	Professor	MATSUURA MASAHIRO	142	
Research Paper 2	2	Professor	KIMURA SHUNSUKE	143	
Research Paper 2	2	Professor	NISHIDE JUNRO	144	
Research Paper 2	2	Professor	TSUJI MASAMI	145	
Research Paper 2	2	Professor	IZUMO AKIKO	146	
Research Paper 2	2	Professor	YUASA HARUMICHI	148	
Research Paper 2	2	Professor	YONEHARA AKI	149	
Research Paper 2	2	Associate Professor	MATSUMOTO NAKA	151	
Research Paper 2	2	Senior Assistant Professor	LOLLINI NICCOLO	153	
Research Paper 2	2	Lecturer	KOBAYASHI YOSHIKI	154	

*) 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

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.

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.

〈Objectives〉

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
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.
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.
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.
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.
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.
Choi, Jin-Wook. (2007). Governance Structure and Administrative Corruption in Japan. Public Administration Review, September/ October, pp.930–942.
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

How to provide Feedback to assignments
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.

Grading policy
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%).

Other
Nothing in particular

Subject number : (GS)POL591E	
Name of Subject	**Name of Professor**
NGO/NPO Management	NAGAHATA MAKOTO

Course description and Attainment target

As modernization prevails upon all over the world, most of the functions of local communities are substituted by the nation state and the market economy, and many local communities changes their characteristics and even about to vanish in some of the developed countries. Nevertheless, as the "limitation of public sector" and "failure of market" become more and more obvious, the roles of "third sector" (not-for-profit private organizations) are considered to be much important in each society even for the developing countries. In the courses (NGO/NPO Policy & NGO/NPO management), we would like to explore the historical background of NPOs/NGOs, their roles in various sectors, strengths and weakness, and their future challenge in the society based on actual case studies both inside and outside the country. In the NPO/NGO Management course, we will focus on the matters of how Non-profit private organizations can be established and operated to pursue their mission and goals, effective and efficient service delivery and solution of social issues. Various cases of NPOs in Japan will be studied (There will be a small field visit to Japanese NPOs). Volunteer facilitation and collaborative management are the key issues for NPO/NGO management. It is expected that the participating students will acquire basic knowledge on NPO/NGO management that can be utilized for establishing / being involved in / working with/ regulating NPOs/NGOs.

Course content

Week	Theme	Contents
1st	Introduction	To share experiences and views of participating students on NPOs/ NGOs, and to discuss and fix ways of class management.
2nd	Basics of NGO/NPO	Historical Background of NGO/NPO in the world.
3rd/ 4th	Japanese NPOs (1) (2)	Reviewing overall picture of Japanese NPOs in service delivery / issue solution.
5th/ 6th	How NPOs are established (1) (2)	Starting points of NPOs to be established
7th/ 8th	Volunteer facilitation (1) (2)	How NPOs/NGOs can facilitate voluntary initiatives of various people
9th/ 10th	Fund raising (1) (2)	How NPOs/NGOs can attract ordinary people / various organizations
11th/ 12th	Collaboration with other sectors (1) (2)	How NPOs/NGOs can work with public sector and other stakeholders
13th	NPOs and business (1)(2)	How NPOs/NGOs can promote business and work with profit sectors
14th	Overall synthesis	The participating 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. In the middle of the course, the students are requested to prepare presentations on the issues of NGO/NPO management.
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 when necessary.
Suggested readings
The relevant documents will be suggested accordingly.
How to provide Feedback to assignments
The relevant documents will be suggested accordingly.
Grading policy
Contribution to the class（30%） Participation in discussion（30%） Presentation and the term paper（40%）
Other

Subject number : (GS)POL591E	
Name of Subject	**Name of Professor**
E-Government	YUASA HARUMICHI

Course description and Attainment target

Couse description and Attainment Target

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.

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.

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.

Attainment target

Understand the computerization in administration.

Understand exactly what the concept e-government is.

Understand the problems of e-government and plan improvement measures.

Understand the outline of various technologies that support informatization and the importance of cyber security, and plan necessary measures.

Specific measures can be devised on how to strengthen governance in promoting informatization.

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

This lecture clarifies the theory and practice of employment and personnel management of public officials, while comparing public and private labor employment.

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.

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.

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.

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

You are expected to

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. I 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.

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.

Textbooks

Students download their assigned reading paper and explanatory slides.

Suggested readings
We will read the following materials according to the content of the lecture (It may be added or replaced). Yashiro, A. (2013). Selection and Promotion of Managers in Japanese Companies: Present and Future Perspective. Japan Labor Review 10 (1): 25-43. Kearney, R.C. and Coggburn, J.D. (2015). Public Human Resource Management: Problems and prospects, 6th edition. CQ Press. Llorens, J.J., Klingner, D.E. and Nalbandian, J. (2017). Public personnel management: contexts and strategies, 7th edition. Longman. Riccucci, N.M. (2018). Public Personnel Management: current concerns, future challenges. Routledge. Huberts, Leo W. J.C., Maesschalck, J. and Jurkiewicz, C.L. (2008). Ethics and integrity of governance: perspectives across frontiers. E. Elgar. Inatsugu, Hiroaki (2020) Japan. Comparative Study of Recent Development of Civil Service Systems, pp.10-71.
How to provide Feedback to assignments
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.
Grading policy
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%).
Other

Subject number : (GS)POL511E	
Name of Subject	**Name of Professor**
Urban Planning and Design Policies	MATSUURA MASAHIRO

Course description and Attainment target
This course provides basic knowledge of the policies and regulations for urban planning and design. In particular, the course will discuss these issues in the Japanese context so that the students can experientially test their knowledge by observing the urban fabrics of Japanese cities. Theory and history of urban planning, current issues in urban planning, and innovative planning practice of today will be covered. In order to familiarize students with the urban developments, two site visits to suburban developments around Tokyo will be arranged.

Course content		
Week	Theme	Contents
Week 1:	Outline	- Outline of the lecture - Introduction to urban planning and design
Week 2:	Framework of urban planning in Japan	- City Planning Act and other legal systems - Area classifications, zoning, FAR, and other key features
Week 3:	Environmental impact assessments and national planning in Japan	- EIA Act and its formal procedures in Japan - Historical development of national and regional plans in Japan
Week 4:	District level planning in Japan	- Japanese planning schemes, including land readjustment, urban redevelopment, district planning
Week 5:	Transportation planning and urban economics	- Urban transportation and streets planning - Economy of scale - Land price and rent
Week 6:	History of cities	- History of cities around the world - History of cities in Japan
Week 7:	Garden city and new town	- Garden city movement by E. Howard - Newtown developments in England and Japan
Week 8:	Modernism and urbanism	- "Ville Radieuse" of Le Corbusier - "Death and Life of American Cities" by J. Jacobs
Week9~14:	Site Visits I: Newtowns (TBD)	- Tama Newtown
EXTRA:	Site Visit II: Downtown development (TBD)	- Urban development in action

Prerequisites and registration requirements
No prerequisite. Students must join site visits to site visits: transportation and other incidental costs must be covered by each participating student.

Preparation for the course
Students are expected to acquire basic knowledge in urban spatial planning issues. Three quiz sessions will be administered during the semester to test the knowledge of each student.
Textbooks
None.
Suggested readings
André Sorensen and Carolin Funck (Ed.s) "Living Cities in Japan: Citizens' Movements, Machizukuri and Local Environments (The Nissan Institute/Routledge Japanese Studies)" E. Howard "Garden Cities of To-Morrow" J. Jacobs "The Death and Life of Great American Cities" K. Lynch "The Image of the City"
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
Quiz (40%): Three short quizzes about lessons from the previous classes will be administered periodically. Participation and contribution to the discussion (40%): Including one-page short essay for each site visit (due in a week after the visit). Term paper (20%): Two-page essay describing the applicability of the lessons, drawing from the lectures and site visits, to a particular country or city.
Other

Subject number : (GS)POL511E	

Name of Subject	Name of Professor
Introduction to Policy-making Processes	MATSUURA MASAHIRO

Course description and Attainment target
This course introduces major theoretical frameworks for analyzing policy processes, drawing on foundational and contemporary scholarship in political science, public administration, and institutional analysis. It examines how policies emerge, evolve, and are implemented through lenses such as incrementalism and street-level bureaucracy, agenda setting and punctuated equilibrium, path dependence and issue-attention cycles, problem definition and advocacy coalitions, behavioral economics, and institutional theories of collective action and governance. Particular attention is given to the democratic dimensions of policymaking, including participation, deliberation, representation, and accountability, as well as the roles of expertise and scientific knowledge in democratic governance. In addition, several readings analyze policy-making processes within Japan's institutional and political context.

Course content		
Week	Theme	Contents
Week 1	Introduction	
Week 2	Incrementalism and implementation	Lindblom, C. (1959). "The Science of 'Muddling Through'," Public Administration Review, 19 (2), pp. 79–88 Lipsky, M. (1980). Street-Level Bureaucracy. Russel Sage Fdn. Chapter 2
Week 3	Agenda setting	Kingdon, J. (1995). Agendas, Alternatives, and Public Policies (2nd Ed.). New York, NY: Addison-Wesley. Chapter 9. Baumgartner, F. and Jones, B. (1993). Agendas and Instability in American Politics. Univ. of Chicago Press. Chapter 12.
Week 4	Path dependence and issue-attention cycle	David, P. (1985) "Clio and the Economics of QWERTY," American Economic Review, 75 (2), pp. 332–337. Downs, A. (1972) "Up and Down with Ecology: The 'Issue-Attention' cycle," Public Interest, 28, pp. 38–50.
Week 5	Problem definition and advocacy coalition	Stone, D. (1988). Policy Paradox: the art of political decision making. New York, NY: W.W. Norton. Chapter 6. Jenkins-Smith, H. and Sabatier, P. (1994). "Evaluating the Advocacy Coalition Framework," Journal of Public Policy, 14 (2), pp. 175–203.
Week 6	Behavioral economics	Kahneman, D. (2011). Thinking Fast and Slow. New York, NY: Allen Lane. Chapters 1 and 3. Thaler, R. and Sunstein, C. (2009). Nudge: Improving decisions about health, wealth, and happiness. Introduction Chapter.

Week 7	Institutions（1）	Argyris, C.（1992）. On Organizational Learning. Cambridge, MA: Blackwell. Chapter 1. DiMaggio, P. and Powell, W.（1983）. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields," American Sociological Rev., 48, pp. 147–160.
Week 8	Institutions（2）	Ostrom, E.（1990）. Governing the Commons. New York, NY: Univ. of Cambridge. Chapter 3. Olson, M.（1971）. The Logic of Collective Action（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," Journal of Public Policy, 11, pp. 3–30. Westney, E.（1987）. Imitation and Innovation: The transfer of Western organizational patterns to Meiji Japan. Cambridge, MA: Harvard University Press. Chapter 1
Week 10	Scientific advice	Stirling, A.（2010）. "Keep it complex," Nature, 468, pp. 1029–1031. Pielke, R.（2007）. The Honest Broker: Making sense of science in policy and politics. Cambridge, UK: Cambridge University Press. Chapter 2.
Week 11	Japanese policy processes	Schwartz, F. and Pharr, S.（eds.）（2003）. The State of Civil Society in Japan. Cambridge, UK: Cambridge University Press. Introduction. Stockwin, J.（2008）. Governing Japan: Dividing politics in a resurgent economy. Blackwell. Chapter 4
Week 12	Public participation and collaborative governance	Arnstein, S（1969）. "A Ladder of Citizen Participation," Journal of the American Institute of Planners, 35, pp. 216–224. Carpenter, S. L., & Kennedy, W. J. D.（1988）. Managing Public Disputes. San Francisco, CA: Jossey-Bass. Chapter 2 [before case study part]
Week 13	Deliberative democracy	Guttman, A. and Thompson, D.（1996）. Democracy and Disagreement. Cambridge, MA: Belknap. Chapter 2. Reich, R.（ed.）（1988）. The Power of Public Ideas. Cambridge, MA: Harvard Univ. Chapter 6.
Week 14	Wrap-up	

Prerequisites and registration requirements
None.

Preparation for the course
The course is structured around **pre-class readings** and **in-class discussions**. Students are expected to complete the assigned readings in advance and actively participate in discussions by reflecting on key lessons and insights. In each class session, two students will be responsible for reviewing assigned articles. Each reviewer will provide **a concise summary** of the article and introduce **a recent policy-making case**, discussing how the theoretical insights from the reading can be applied to analyze that case. These presentations and discussions will take approximately 35 minutes in total.
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
Class participation (including in-class presentation) 30%, Short quiz 50%, Final essay 20% 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. 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 in 2027 on Oh-o! Meiji.
Other

Subject number : (GS)SOC511E	
Name of Subject	**Name of Professor**
Contemporary Japanese Society	LOLLINI NICCOLO

Course description and Attainment target
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.

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 themself 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 Governance	SASAOKA YUICHI

Course description and Attainment target

This course provides an overview of the structure and functions of global governance, especially the trend of Global South and multilateral institutions, which cover current issues of international affairs. There are a lot of networks and partnerships on the global governance today. Global governance can be an issue consisting of the state and non-state system and actors. Global South is the potential networking of developing counties, but it contains the rivalry of the leadership and power struggles. One of the related actors of global governance is undoubtedly international organizations (IOs). The lecturer provides the Global South basic lectures at the beginning.

Then, International Organization. Textbook author (Ian Hurd)'s view is that the conceptual and legal space of all international organizations exist between state sovereignty and legal obligation, and these organizations are created by the commitments made by the sovereign states and their purpose is to bind those states to their commitments.. The author discusses three factors in world politics: i) the commitments states make to international organizations, ii) the choices states make regarding compliances and non-compliance with those commitments, and iii) the powers of enforcement held by each international organization.

In addition to legal analyses of IOs, the faculty adds the political dimension of the global governance as the third part. .Actually, GG theory was basically a bit optimistic liberal theory, while issues of new rivalry relations, geo-economics, economic security policy related to globalization versus anti-globalization are emerging. among political powers.

The primary objectives of this course are two-fold: (1) to understand theoretical background of global governance, globalization and multilateral organizations including regional organizations; and (2) to master basic analytical perspectives of international relations (IR)including hot topics. This course provides actor oriented analyses/views on international institutions and developing countries and requires pro-active thinking in the context of contemporary world.

Course content

Week	Theme	Contents
1st	What is Global Governance?	The lecturer provides the guidance and class.
2nd	Why Global South?	Same.
3rd	Interest led-politics and Middle East	Same.
4th	China rising and changing.	Same.
5th	Global Governance - Multilateral	The outlive of Ian Hurd's textbook.
6th	GATT & WTO	One or two students make a reporting.
7th	IMF & World bank	One or two students make a reporting..
8th	UN I: Law and Administration	One or two students make a reporting..
9th	UN II Peace Keeping Operation	One or two students make a reporting..
10th	International Court of Justice	One or two students make a reporting..

11th	International Criminal Court	One or two students make a reporting..
12th	Regional Organizations	One or two students make a reporting..
13th	China AIIB and State Owned Enterprises	The lecturer provides the guidance and class.
14th	G zero and Unruled World	Same.

Prerequisites and registration requirements

Students are expected to read the textbook before attending the class and actively participate in the class discussions. The first and ending some classes are lecture type, while the remaining class starts with the presentation by students.

Preparation for the course

As mentioned in the prerequisites.

Textbooks

Ian Hurd (2014) International Organizations - Politics, Law, Practice, second edition, Cambridge University Press.

Ian Bremmer (2012) Every Nation for itself: Winners and Losers in a G-Zero World, Portfolio.

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

Stewart Patrick (2014) "The Unruled World— The Case for Good Enough Global Governance", Foreign Affairs Jan/Feb, pp. 58-73.

Orfeo Froretos and Jonas Tallberg (2021) Politics and Theory of Global Governance, International Theory 13:99-111.

Suggested readings

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

How to provide Feedback to assignments

Students are expected to make a reporting on one chapter or an article they choose. After the presentation, the class has Q&A and discussions. Students may receive questions and comments. Also, students are expected to submit a final memo on the similar subject. They may get the feedback from the faculty.

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 (30%); and final memo (20%).

Other

Subject number : (GS)POL511E	
Name of Subject	Name of Professor
Introduction to Political Science	MAKI ANNA

Course description and Attainment target	

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.

OBJECTIVES: As a result of this course, you will be able to:
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	Politics and the Media	Demonstrating the political impact of the modern mass media and the new "social media."
8	The Vehicles of Democracy	The function of political parties, and the party systems related to the electral system.
9	Voting	Why people vote? How people vote? What wins elections?
10	Parliaments	Contrasting parliamentary and presidential system in terms of legislative authority and institutions.
11	Running a Government	Examining the thesis that bureaucratization is inevitable.
12	Government and Economy	What is political economy? What is the connections between politics and the economy?
13	Review the past lessons and Final Exam and Feedback	
14	Wrap-up of the Course and Discussion on the Contemporary Political Issues	

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 each class. After class, students are encouraged to watch the news and reflect on how the theories discussed connect to real-world events.
Textbooks
M. G. Roskin, R. L. Cord, J. A. Medeiros, and W. S. Jones. 2014. *Political Science: An Introduction,* 13th edition. Essex: Pearson.
Suggested readings
D. W. Simon, J. Romance, and N. Riemer. 2020. *The Challenge of Politics,* 6th edition. Washington, D. C.: CQ Press.
How to provide Feedback to assignments
Reports will be graded and returned with commentary via the class website.
Grading policy
Participation 20%, Mini reports 40%, Final exam 40%
Other
None.

Subject number : (GS)POL511E	
Name of Subject	**Name of Professor**
Theories of Democracy	MAKI ANNA

Course description and Attainment target

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.

OBJECTIVES: As a result of this course, you will be able to:
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 to examine the fundamental idea of liberal democracy: freedom and autonomy.
4	Liberal Democracy II: Representation	Exploring the ideas of Burke to understand the concept of political representation.
5	Liberal Democracy III: Majority Rule	Looking at the texts of Mill 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	Looking at the overview of major critiques of democracy.
8	Conservative Critiques	Examining the conservative arguments that criticize democracy.
9	Democratic Socialism	Left-wing democratic ideologies associated with the concepts of equality and egalitarianism.
10	Deliberative Democracy	Learning deliberative democracy from Habermas and Benhabib.
11	Agonism and Populism	General arguments about agonism in the modern world and the idea of radicalizing democracy.
12	Participation	Exploring how political participation has been developed in the theories of democracy.
13	Discussion based on Final Report	Understand a contemporary argument on democracy and evaluate its persuasiveness.
14	Wrap-up of the Course and Feedback on Final Report	

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 assigned readings after each class is recommended.
Textbooks
No textbook required.
Suggested readings
R. Blaug and J. Schwarzmantel eds. 2001. *Democracy: A Reader*. Edinburgh: Edinburgh University Press.   S. M. Cahn, A. T. Forcehimes, and R. B. Talisse eds. 2021. *The Democracy Reader: From Classical to Contemporary Philosophy*. Lanham: Rowman & Littlefield.   A. Carter and G. Stokes eds. 1998. *Liberal Democracy and its Critics*. Cambridge: Polity 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 essay 40%, Final paper 40%
Other
None.

<table>
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Name of Subject	Name of Professor
Social Development	YONEHARA AKI

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<tr><td colspan="2" align="center">Course description and Attainment target</td></tr>
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In this global era, we are witnessing a transitional period from "economic development" into "social/human development." Faced with many difficulties such as environmental problems, happiness paradox, and excessive economic globalization, an increasing number of people have begun to doubt economic development while beginning to pay more serious attention to the social/human-centered, sustainable development. This new trend of discussion on social/human development has been embodied in the UNDP's annual "Human Development Report (HDR)" since 1990, Millennium Development Goals (MDGs) since 2000, and Sustainable Development Goals (SDGs) since 2015. They have significant influence on public policies in many countries, although there seem to be a lot of problems existing in the process of policy implementation. Human development and sustainable development in particular have diversified the meaning of development and liberated and decolonized the concept of development itself.

The two purposes of this course are: (1) to understand plural meanings and its dynamic changing process of the concept of "development"; and (2) to understand "evaluation" both theoretically and practically as a tool to realize the concepts of development in public policy for sustainable development for human well-being.

In order to achieve them, this course is composed of three parts: learning the concepts of "development," learning "evaluation" as a policy tool, and students' literature review presentation. "Development" is not a unified concept, rather it has multiple aspects across different disciplines. After deepening the understanding of the concepts of development, the focus will be shifted to learn "evaluation" as a tool for public policy to find and realize people's values in today's complex society. Value-cocreation is one of the most important actions that public policy has to offer in the era of sustainable development, and evaluation can support cocreate values in practice.

<table>
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Week	Theme	Contents
1st	Introduction	・Course overview and self-introduction ・Introductory lecture: "Development" revisited ・Overview of literature for reading assignments
2nd	Allocation of reading assignments Economic development	・Decide the readings in charge of each student ・Macro- and micro-economics of development ・RA: Adelman (2000), Basu (2000)
3rd	Social development	・Criticisms to development economics ・RA: Petras (1981)
4th	Social development	・Criticisms to modernization theory ・RA: Huntington (1997), Omi (2023)
5th	Human development	・Human development theory ・RA: Sen, A. (1997 ; 1999b ; 2000), Yonehara, A. (2009)
6th	Human development	・Human development report and index ・RA: Sen (1999a), UNDP (1990), Yonehara (2009)

7th	Sustainable development	・From MDGs to SDGs: Their substantive differences, goals and indicators
8th	"Evaluation" to extract values: As a tool to function public policy in an unsustainable era	・What and why evaluation? ・Ideas of program evaluation for public policies for sustainable development ・RA: Yonehara et al.（2017）
9th	Program evaluation	・Program evaluation theory ・RA: Rossi et al.（2004）
10th	Evaluation roots	・Methods, valuing, and use ・RA: Alkin & Christie（2023）
11th	Evaluative thinking and evaluator competencies	・Definition and application ・RA: Buckley at al.（2015）, JMDE Vol. 19 No. 46（2023）
12th	Decolonizing evaluation	・A critical perspective to traditional evaluation theories ・RA: JMDE Vol. 19 No. 44（2023）
13th	Ideas of term paper	・Students' presentation
14th	Ideas of term paper Summary	・Students' presentation ・Wrap up and Q&A

Prerequisites and registration requirements

Each class meeting is based on instructor's lecture, students' literature presentations (RA: Reading Assignment), and discussion. Students are expected to prepare presentations on the assigned literature. At the end of the semester, students will be asked to submit the literature review paper, which includes the literature the students presented in the class (and more if any). The skill to write a quality literature review will help students write MA theses in future.

Preparation for the course

Read the assigned literature before coming to the class.
Prepare questions and/or issues to bring into the class discussion.
Prepare for presentations on the assigned readings.

Textbooks

N/A

Suggested readings

Acharya, A. (2014). The end of American order. Polity.

Adelman, I. (2000). Fallacies in development theory and their implications for policy. In G. M. Meier & J. E. Stiglitz (Eds.), Frontiers of development economics: The future in perspective. Washington DC: The World Bank. Available for free at: http://documents.worldbank.org/curated/en/ 586861468762924370/Frontiers-of-development-economics-the-future-in-perspective

Alkin, M. C., & Christie, C. A. (2023). Evaluation roots: Theory influencing practice (3rd ed.). NY: Guilford.

Basu, K. (2000). On the goals of development. In G. M. Meier & J. E. Stiglitz (Eds.), Frontiers of development economics: The future in perspective. Washington DC: The World Bank. Available for free at: http://documents.worldbank.org/curated/en/ 586861468762924370 /Frontiers-of-development-economics-the-future-in-perspective

Buckley, J., Archibald, T., Hargraves, M., & Trochim, W. M. (2015). Defining and Teaching Evaluative Thinking:Insights From Research on Critical Thinking. American Journal of Evaluation, 36 (3), 375–388. doi:10.1177/1098214015581706

Huntington, S. (1997). The clash of civilizations and the remarking of world order. NY: Touchstone.

Meier, G. M., & Stiglitz, J. E. (Eds.). (2000). Frontiers of development economics: The future in perspective. The World Bank. Available for free at: http://documents.worldbank.org/curated/en/ 586861468762924370/Frontiers-of-development-economics-the-future-in-perspective

OECD. (2024). How's life? 2024: Well-being and resilience in times of crisis. OECD Publishing. Available for free at: https://www.oecd.org/en/publications/how-s-life-2024_90ba854a-en.html

Omi, K. (2023). Endogenous development: The contributions of Kazuko Tsurumi. Journal of International Development Studies, 31 (3), 21–32. doi:10.32204/jids.31.3_21

Petras, J. (1981). Dependency and World System Theory: A Critique and New Directions. Latin American Perspectives, 8 (3/4), 148–155. Retrieved from http://www.jstor.org/stable/2633477

Rossi, P., Lipsey, M., & Freeman, H. (Eds.). (2004). Evaluation: A systematic approach (7th ed.). CA: Sage publications.

Sen, A. (1997). Editorial: Human capital and human capability. World Development, 25 (12), 1959–1961.

Sen, A. (1999a). Assessing human development. In Human development report 1999: Globalization with a human face. Oxford University Press.

Sen, A. (1999b). Commodities and capabilities. Oxford University Press.

Sen, A. (2000). Development as freedom. Anchor books.

UNDP. (1990-present). Human development report. UNDP. Available for free at: http://hdr.undp.org/

Yonehara, A. (2009). Human development policy in the global era: A proposal from an educational view. University Education Press.

Yonehara, A., Saito, O., Hayashi, K., Nagao, M., Yanagisawa, R., & Matsuyama, K. (2017). The role of evaluation in achieving the SDGs. Sustainability Science, 12 (6), 969–973. doi:10.1007/s11625-017-0479-4

Special Issues of the Journal of Multi-Disciplinary Evaluation (JMDE)
  → Vol. 19 No. 44 (2023) Decolonizing Evaluation
https://journals.sfu.ca/jmde/index.php/jmde_1/issue/view/77
  → Vol. 19 No. 46 (2023) Evaluator Competencies
https://journals.sfu.ca/jmde/index.php/jmde_1/issue/view/81

*Other recommended literature will be introduced in each lecture.

How to provide Feedback to assignments
Feedback to presentations and discussion will be provided in-class.
Grading policy
Contribution to the class discussion（30%） In-class presentations（30%） Literature review paper（40%）
Other

Subject number : (GS)ECN551E	
Name of Subject	**Name of Professor**
Public Finance and Social Welfare	TANAKA HIDEAKI

Course description and Attainment target

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.

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.

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]	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 10]	Health care	Health care service and outcome, models of health care Trade-off between quality, access and cost Health care reforms
[Week 11]	Pension and ageing	Population ageing and onus Role of retirement benefit, labor and employment, financing pension Pension reforms, multi-pillar system
[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

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

Textbooks

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

Suggested readings
The list of references is provided at the first class, which includes the following as general references; Stephen J. Bailey, 2002, Public Sector Economics, Second edition, Palgrave Macmillan J. E. Stiglitz, 2002, Economics of the Public Sector, Norton & Co. Inc Jonathan Gruber, 2005, Public Finance and Public Policy, Worth Publishers John Cullis and Philip Jones, 2009, Public Finance and Public Choice: Analytical Perspectives, Third edition, Oxford University Press Holley H. Ulbrich, 2011, Public Finance in Theory and Practice, Second edition, Routledge Arye L. Hillman, 2019, Public Finance and Public Policy: A Political Economy Perspective on the Responsibilities and Limitations of Government, Cambridge University Press
How to provide Feedback to assignments
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.
Grading policy
Class contribution: 30%, Presentation at class: 30%, Term paper: 40% A presentation summarizes the content of references above in which a student is interested. They can also choose other references based on the lecturer's approval. Score of a presentation depends on the following criteria. （1）Are major points summarized clearly? （2）A longer presentation may lose points for score. It should be completed within 20 minutes in principle. A term paper will be due on a date after the week 14, which will be suggested later. Students are recommended to turn in a paper which describes an outline they are going to write by the end of class in order to direct them to a term paper. A student is suggested to choose a theme from the following examples. He or she can choose other topic which is relevant to the lectures based on lecturer's approval. （1）To describe the nature and characteristics of one or a few of following areas in your country and analyze major problems of it; public finance, role of government, fiscal policy, intergovernmental fiscal relation, tax policy and administration, social welfare, pension, income transfer, health care, fiscal consolidation （2）To compare your country's public finance with Japanese or other countries' one. Score of a term paper depends on the following criteria. （1）Are an objective and theme clearly addressed? （2）Are issues and problems explained and analyzed with a theoretical framework? （3）Is what you learned at classes referred? （4）Is a conclusion consistent to main explanations and analysis? （5）Are references quoted precisely?
Other

Subject number : (GS)ECN511E	
Name of Subject	Name of Professor
Economics A	MIYAZAKI EKSAN

Course description and Attainment target

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.

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	Review the past lessons. 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
Feedbacks and comments would be given via Oh-o! meiji system as needed
Grading policy
Class participation (30%), Contribution to the class discussion (30%), Final exam (40%)
Other

Subject number : (GS)ECN511E

Name of Subject	Name of Professor
Economics B	MIYAZAKI EKSAN

Course description and Attainment target

  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

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
Feedbacks and comments would be given via Oh-o! meiji system as needed
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**
Total Quality Management in Public Sector	NISHIDE JUNRO

Course description and Attainment target

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.

Course content

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

International students with at least 3 years of work experience in the public sector are eligible for this course.

Preparation for the course

Every student is required to read and understand the chapters of the textbooks before attending to the presentation session of those chapters.

Textbooks

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

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
Prerequisite: Minimum 3 years of experience working in a governmental organization.

Subject number : (GS)POL528E	
Name of Subject	**Name of Professor**
Quality Management in Japanese Public Sector	NISHIDE JUNRO

Course description and Attainment target

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.)

Course content

Major aims of the field research are :
    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

International students are eligible for this course.
The precise schedule will be announced before the end of the spring semester.

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

The students are expected to read the text book and handout materials before the class.

Suggested readings

None.

How to provide Feedback to assignments

Lecture assignments will be reviewed by the class reports.

Grading policy

Contribution to the class（40%）
Term paper（60%）

Other
Prerequisite: Minimum 3 years of experience working in a governmental organization. Students taking Monday classes this fall semester must register for the following year's fall classes. Do not register for both simultaneously. The fee（around ￥40,000～￥50,000）for the field research is to be paid by attendants by themselves basically.

Subject number : (GS)POL511E	

Name of Subject	Name of Professor
Negotiation in the Public Sector	MATSUURA MASAHIRO

Course description and Attainment target

Negotiation is a core skill for public-sector professionals. In the public sector, officials routinely negotiate with a wide range of stakeholders—within and across government organizations, as well as with private actors and civil society—throughout the processes of policy design, decision-making, and implementation.

Over the past four decades, the theory and practice of negotiation have been extensively developed in the United States, particularly within leading professional schools of public policy and management. The analytical frameworks and training methods used in this course are drawn from U.S.-style professional negotiation education. The instructor learned negotiation theory and practice through coursework and training at Harvard University and the Massachusetts Institute of Technology (MIT), and the course design reflects those pedagogical traditions.

Following the standard format used in negotiation courses at U.S. professional schools, the course combines analytical frameworks with intensive experiential learning. Students will repeatedly assume the roles of negotiators and facilitators in structured role-play simulations. Because negotiation is a practical skill, it must be developed through active participation, reflection, and repeated practice rather than through lectures alone.

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 stake-holders -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

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.

Preparation for the course

Each student should reflect on lectures by the instructor and apply and test the skills during the simulated negotiation exercises.

Textbooks

Fisher, R. and Ury, W.（1991）. Getting to Yes, Penguin.

Suggested readings

Lax, D. and Sebenius, J.（1987）. Manager as Negotiator, Free Press.

How to provide Feedback to assignments

Each short essay will be returned with instructor's feedback comments and grading.

Grading policy

Class engagement 30%; five short essays reflecting the exercise 40%; and the final exam 30%.

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.

Other

This course will NOT provide instructions for psychological tactics and positional "hard" bargaining.

<table>
<tr><td colspan="2" align="center">Subject number : (GS)POL531E</td></tr>
<tr><td align="center">Name of Subject</td><td align="center">Name of Professor</td></tr>
<tr><td>Government and Politics in Developing Countries</td><td align="center">SASAOKA YUICHI</td></tr>
<tr><td colspan="2" align="center">Course description and Attainment target</td></tr>
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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.

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.

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.
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<tr><td colspan="2" align="center">Course content</td></tr>
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The model type of the lecture and course management. If some significant changes, the lecturer will explain it on the first day.
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<tr><td colspan="2">I. Theoretical Foundation - lecture</td></tr>
<tr><td>1.</td><td>Introduction / Approaches and Global Context</td></tr>
<tr><td>2.</td><td>Society and State</td></tr>
<tr><td>3.</td><td>Policy Issues</td></tr>
<tr><td>4.</td><td>Political Process and Regime Change</td></tr>
<tr><td colspan="2">II. Applied Analyses - Concrete Case or Chapter (the below is just a tentative example.)</td></tr>
<tr><td>5.</td><td>Fragile versus Strong States</td></tr>
<tr><td>6.</td><td>Development and Human Rights</td></tr>
<tr><td>7.</td><td>Democracy</td></tr>
<tr><td>8.</td><td>Ethnicity</td></tr>
<tr><td>9.</td><td>Religion</td></tr>
<tr><td>10.</td><td>Developmentalism</td></tr>
<tr><td>11.</td><td>External Influences</td></tr>
<tr><td>12.</td><td>South-South Relations</td></tr>
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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

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.

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.

This course is aimed at officials in the public sector and those who are interested in managing and improving government finances actually.Students can learn practical skills to analyze problems and provide solutions.

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.

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		

Each class is basically organized as follows.

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

Textbooks

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

Suggested readings
The list of references is provided at the first class, which includes the following as general references; Richard Allen, Richard Hemming and Barry H. Potter, 2013, The International Handbook of Public Financial Management, Palgrave Macmillan Salvatore Schiavo-Campo, 2017, Government Budgeting and Expenditure Management: Principles and International Practice, Routledge OECD, 2019, Budgeting and Public Expenditures in OECD Countries 2019 OECD, 2019, Government at a Glance Southeast Asia IMF, 2022, PIMA Handbook: Public Investment Management Assessment
How to provide Feedback to assignments
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.
Grading policy
Class attendance: 30%, Presentation at class: 30%, Term paper: 40% A presentation summarizes the content of references above in which a student is interested. They can also choose other references based on the lecturer's approval. Score of a presentation depends on the following criteria. （1）Are major points summarized clearly? （2）A longer presentation may lose points for score. It should be completed within 20 minutes in principle. A student is suggested to choose a theme from the following examples. He or she can choose other topic which is relevant to the lectures based on lecturer's approval. （1）To assess PEM, fiscal transparency and other fiscal or budget institution of your country with a standard which international organizations provided. （2）To describe the nature and characteristics of one or a few of following areas in your country and analyze major problems of it; budgeting, resource allocation, accounting, audit, financial management, privatization and outsourcing, administration, agency or state-owned enterprise. 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. Score of a term paper depends on the following criteria. （1）Are an objective and theme clearly addressed? （2）Are issues and problems explained and analyzed with a theoretical framework? （3）Is what you learned at classes referred? （4）Is a conclusion consistent to main explanations and analysis? （5）Are references quoted precisely?
Other

Subject number : (GS)POL628M

Name of Subject	Name of Professor
Current Development in Public Policy and Management	MAKI ANNA

Course description and Attainment target

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.

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 planning of public policy will be the topics.

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?

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.

Course content

<Day 1>
(1) Introducing each others to become partners
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.
(2) & (3) Panel discussions and Q/A
Alumni of the school who are the front runners of public policy/management will be invited to be panelists introducing own unique experiences.
<Day 2>
(4) – (7) Field Trip A
Topic: Tourism Promotion and Management; Landscape Improvement
Field Visit Location: A suburban city around Tokyo where the local government collaborates with various stakeholders to promote tourism and urban development.
Learning Points: What is essential for sustaining local culture and the environment while the city undergoes development. How non-profit organizations and the private sector can participate effectively in local tourism and urban improvement initiatives.
<Day 3>
(8) – (11) Field Trip B
Topic: Community-Centered Urban Development
Field Visit Location: One of the cities in Tokyo where civil society organizations collaborate with the local government in development planning and management.
Learning Points: Key factors for promoting and managing community-based development. The roles of local government in facilitating collaboration among local sectors.

Field C

\<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）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
Classes will be conducted in both Japanese and English. Japanese language ability is not required, as professional simultaneous interpretation will be provided.

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

Textbooks
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)POL591E	
Name of Subject	**Name of Professor**
Human Resource Management	NAGAHATA MAKOTO

Course description and Attainment target
In recent decades, it seems increasingly necessary for all the managers in an organization to be "collaborative" or "facilitative" when she / he wants to create and operate an effective and efficient activity or program. It is because of a big change of our society as a whole. "Top-down" or "centralized" type of organization can not catch up with a fast changing and complicated / diverse society. We need to involve various stakeholders and it is also vital to create innovative initiative from those stakeholders. How to facilitate initiative and collaboration is a key for successful management of an organization or a program. In this course, background and principle of facilitative leadership will be introduced. Basic theory and skill of facilitation will also be studied. Practical skill will be acquired through exercise of facilitation in the class. It is expected to learn how to be a good manager in a team with diverse members to create innovative policies, measures, and activities. In the class, some challenges and opportunities for organizational management appeared in the era of with/post COVID-19 will also be shared and discussed.

Course content		
DAY I	What is "human resource management"?	At first, let us discuss and define the very basic concept of "resource", "human resource", and "management".
	Change of organization and leadership	As society changes, requirement for organization and leadership also changes.
	Facilitative leadership	Why it is necessary to be "facilitative" in an organization or in a group work?
	Introduction of facilitation	What is facilitation? Why it is required in human resource management?
DAY II	Basic theory of facilitation	How can a person take initiative to do something? Based on social construction theory, basics of facilitation will be introduced.
	Basic skill of facilitation（1）	Partnership building is a key for starting facilitation.
	Practice of partnership building Exercise of partnership building Basic skill of facilitation（2）	Facilitative listening is another key element of facilitation.

DAY III	Practice of facilitative listening	Finally, it is a core skill of facilitation to create a good dialogue.
	Exercise of facilitative listening	
	Dialogue	
	Facilitation in online settings	In post/with COVID-19 era, new skills of facilitation through online setting is required.
	Facilitation in a meeting or a workshop	Principle and skill for facilitating a meeting or a workshop will be introduced.
DAY IV	Practice of workshop facilitation（1）（2）	Participating students will be requested to facilitate a workshop in the class.
	Overall Synthesis	The participating 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 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 material will be shared.

Suggested readings

The relevant documents will be suggested accordingly.

How to provide Feedback to assignments

Feedback to the term paper will be shared through Oh-o!Meiji.

Grading policy

Contribution to the class（30%）
Participation in discussion & practice（40%）
Term paper（30%）

Other

	Subject number : (GS)POL131E	
Name of Subject		**Name of Professor**
Citizen's Participation and Local Governance		KIMURA SHUNSUKE
Course description and Attainment target		

A. This course is intended to introduce and analyze various aspects of the system and the practice of Japanese local administrative systems. In such a light this course concerns with the theory and the practice of citizen's participation in governing process. The governing process is in other words the policy process. In this course, therefore, we will consider the basic structure of policy-making in Japanese local governments, and governing process through citizen's participation. Through this course the students can get substantial knowledge about current Japanese governing processes through scrutinizing the multiple types of participation.

First, we look at the outline of the government process of Japan and we especially focus on the dual representative system in Japanese local governments.

Second, we focus on governing process and participation. We pick up two phases: corporation participation and citizen participation. From among the corporation participation, we pick up the current public-private partnerships (PPPs). And from among the citizen participation, we pick up the various types of direct participation (requesting for establishment of new bylaws, desposition of official positons, bylaw-based referendums and such). We also consider the current trend and arguments of the referendums of Japan.

Third, we shall overview E-Government Policies in Japan. Overviewing trough those phases we shall discuss the relationship of advance of high technology and citizens' participation.

B. We also discuss each country's issues of participants. Each participant is requested to make a mini presentation about the situation of community of her/his own country in the semester. Through class discussion we further consider the significant agenda for further participation for governing process.

C. The field trip is also scheduled; the tour of the State Guest House, Akasaka Palace is planned.(See below.)

Course content	
Course Plan	
1	Introduction : Framework of Central and Local Governments in Japan
2	Local Governmental Structure1 ; Chief executive
3	Local Governmental Structure2 ; Local assembly
4	Inter-municipal cooperation
5	Local Administrative Reform
6	Citizen's participation1; Requesting bylaw
7	Citizen's participation2:Dismissal of head/ Dissolution of assembly
8	Citizen's participation3: Local Referendum
9	Asset management and participation
10	Urban plannning and participation

11	Use of Private Sector for Public Services
12	E-government and participation
13	Field Trip (Tentative) The Local Autonomy College
14	Discussion and Wrap up

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.

<Reference1>

・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.

<Stored in the Assistant Lecturer's Room in the 14th bld. >

<Reference2> Lecturer's Works No1

Ⅰ. Local Finance

'Local Finance in Japan'（pp.7732-7738）,"Global Encyclopedia" Springer,2023; Print

https://link.springer.com/referenceworkentry/10.1007/978-3-030-66252-3_3788#Sec12752

'Local Tax System'

https://hermes-ir.lib.hit-u.ac.jp/rs/bitstream/10086/27101/1/HJlaw0430000170.pdf

Ⅱ. Decentralization

'Decentralization in Three Asian Nations'

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

Ⅲ. Water Management

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

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

'Water Supply Consolidation Prospect -Accomplishments and Challenges of Water Supply Enterprise Associations'-

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

Ⅳ. Urban Policy

"Metropoles en chantier2", （French） Berger Levrault, 2018.

https://www.berger-levrault.com/fr/communique-de-presse/metropoles-en-chantier-2/

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

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

'Sustainable City Policies in Japan Ⅰ -Perceptional Changes to Urban Policies'

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

'Sustainable City Policies in Japan Ⅱ -What are the Keys for Sustainable Cities in Japanese Case?'

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

'Urban Policy Ⅰ：Considering our Infrastructure in a Depopulating Society -from Different Perspectives-'

http://hdl.handle.net/10291/21146

Suggested readings

<Books>

"Regional Administration in Japan", Routledge, 2017, Single Author.

Regional Administration in Japan: Departure from uniformity - 1st Edit

"Decentralization and Development of Sri Lanka Within a Unitary State", Springer, 2017.

"Decentralization and Development of Sri Lanka Within a Unitary State - Google Search

"Métropoles en chantier 2", Berger Levrault, 2018. Métropoles en chantier 2 | Berger-Levrault

"Local Governance in Japan", Springer, 2025. Local Governance in Japan | SpringerLink

<Papers>（Ctr+Click）

Ⅰ. Administrative Law

  'Special Act concerning the New Coronavirus Measures', "Public Organization Review, Springer, 2023.

     http://m-repo.lib.meiji.ac.jp/dspace/bitstream/10291/21843/1/special_kimura.pdf

  'The role of the Ombudsman within the Japanese Local Government System: The Example of Kawasaki City', "Droit Public Compré - Mediation and Administrative Justice", PUSE,2025.

  The role of the Ombudsman within the Japanese Local Government System: The Example of Kawasaki City – Droit Public Comparé

Ⅱ. Local ADMINISTRATION

  'Local Administration'

     http://www.meiji.ac.jp/mugs2/faculty/6t5h7p00000ph8bo-att/a1507898679152.pdf

  'Check-and Balance System'

     https://hermes-ir.lib.hit-u.ac.jp/rs/bitstream/10086/26441/1/HJlaw0420000250.pdf

  'The MIC and the reform of local government'

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

Ⅲ. Urban Policy

  'Outlook for Facility Management in Urban Local Governments -Fiscal Challenges and the Future Social Landscape' http://hdl.handle.net/10291/20443

  'Sustainable City Policies in Japan Ⅰ -Perceptional Changes to Urban Policies'

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

  'Sustainable City Policies in Japan II -What are the Keys for Sustainable Cities in Japanese Case?'

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

  'Urban Policy Ⅰ：Considering our Infrastructure in a Depopulating Society -from Different Perspectives-'

     http://hdl.handle.net/10291/21146

  'Urban Policy II：Community Development and Local Public Transportation Systems'

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

  'Urban Policy III：The Change of Japanese Metropolises'

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

Ⅳ. Local Finance

  "Global Encyclopedia of Public Administration, Public Policy, and Governance", Springer,2023; Print ISBN 978-3-030-66251-6, eBook ISBN 978-3-030-66252-3.

  'Local Finance in Japan'（pp.7732-7738）

     https://link.springer.com/referenceworkentry/10.1007/978-3-030-66252-3_3788#Sec12752

  'Local Tax System'

     https://hermes-ir.lib.hit-u.ac.jp/rs/bitstream/10086/27101/1/HJlaw0430000170.pdf

Ⅴ. Intermunicipal Cooperation and Municipal amalgamation

"Regional Administration in Japan", Routledge, 2017; Single Author. (See the last page.)

https://www.routledge.com/Regional-Administration-in-Japan-Departure-from-uniformity/Kimura/p/book/9780815361527

"Regional Waste Management – Inter-municipal Cooperation and Public and Private Partnership", ERIA, 2020.

Regional Waste Management – Inter-municipal Cooperation and Public and Private Partnership - Publications : ERIA

Ⅵ. Water Management

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

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

'Water Supply Consolidation Prospect-Accomplishments and Challenges of Water Supply Enterprise Associations' http://hdl.handle.net/10291/21436

'The possibility of wide-area cooperation – a study of unified wide-area water-works management'

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

'Water‐supply management t in Japanese Shrinking Society'

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

Ⅶ. E-government

"Democratic and Electronic Changes in Local Public Action in Europe: REvolution or E-volution?: Changements démocratiques et électroniques dans … Europe : REvolution ou E-volution ?", IFJD, 2022.

https://www.librairie-arcanes.fr/livre/ 20367611 -democratic-and-electronic-changes-in-local-publ--stephane-guerard-marig-doucy-magali-dreyfus--ifjd

Ⅷ. Decentralization

"Decentralization and Development of Sri Lanka within a Unitary State", Springer, 2017.

https://link.springer.com/book/10.1007/978-981-10-4259-1

'Decentralization in Three Asian Nations'

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

How to provide Feedback to assignments
An overall review will be provided at a later date.

Grading policy
Participation in discussions（40%）, Term Paper（60%）

Other

Subject number : (GS)POL698M	
Name of Subject	**Name of Professor**
Community Welfare Service	OYAMA NORIHIRO

Course description and Attainment target

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.

The places of field visits will be introduced at the first day of the course.

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.

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
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.

Grading policy
Participation in the discussion（50％） Report for each session（50％）

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 Society	What are the issues on creating and maintaining a multicultural society?
3rd	Diversity	Who do we live together in society? What does "diversity" means 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	Discuss education in multicultural society.
7th	Housing and Multicultural Society	Discuss housing in multicultural society.
8th	Economy and Multicutltural Society	Discuss economy in multicultural society.
9th	Case Study in Japan	Examples of the multicultural society in Japan will be presented for discussion (Guest Speaker)
10th	Minority and Multicultural Society 1	Discuss the racial, ethnic, sexual, and other minorities in the society.
11th	Minority and Multicultural Society 2	How to build an inclusive society with the vulnerable population.
12th	Case Study	Discuss cases (Guest Speaker)
13th	Students Final Presentation	Students will present the final paper for further discussion
14th	Wrap up	Final discussions to 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
The feedbacks/comments are given through Oh-o! Meiji or in-class.
Grading policy
Contribution to the class 40% Assignments and class presentation 20% Final Paper 40%
Other

<table>
<tr><td colspan="3" align="center">Subject number : (GS)AGE541E</td></tr>
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Name of Subject	Name of Professor
The Political Economy of Food and Agriculture	LOLLINI NICCOLO

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<tr><td colspan="3" align="center">Course description and Attainment target</td></tr>
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This 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.

<table>
<tr><td colspan="3" align="center">Course content</td></tr>
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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

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.

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

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.

Course content

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.

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.

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.

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.
  1. Class orientation 6/13 (Sat.)
  2. Field Trip 6/20 (Sat.), 6/21 (Sun.)
  3. Class 6/27 (Sat.)

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

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.

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.

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（2024）. The 6th Basic Environment Plan. （https://www.env.go.jp/content/000288877.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.

<table>
<tr><td colspan="3" align="center"><h2>Subject number : (GS)POL621E</h2></td></tr>
</table>

Name of Subject	Name of Professor
Environmental Management	TSUJI MASAMI

Course description and Attainment target
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.   The objective of this course is to obtain knowledge on those aspects to be able to develop appropriate policy measures.

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（2025）. Global Environment Outlook 7. https://wedocs.unep.org/handle/20.500.11822/49014　(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.

<table>
<tr><td colspan="2" align="center">Subject number : (GS)POL621E</td></tr>
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Name of Subject	Name of Professor
Environmental Assessment	TSUJI MASAMI

<table>
<tr><td colspan="2" align="center">Course description and Attainment target</td></tr>
</table>

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.

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.

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.

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.

<table>
<tr><td colspan="3" align="center">Course content</td></tr>
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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% 20 Lessons% 20 Series% 20 No.%203%20-%20Environmental%20Assessment.pdf)

Aisan 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

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.

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.

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.

Course content

Course contents can be varied because each student can pick up any article or chapter of the textbook. The below is the example of 2025 class.
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
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, Rouledge, 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)POL611E	
Name of Subject	**Name of Professor**
Political Economy of Development	HORIKANE YUMI

Course description and Attainment target

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

Course content

1.	Introduction
2.	Development in the post-war international politics and economy
3.	"Political economy" approach
4.	Role of the state vs. market in development（1）
5.	Role of the state vs. market in development（2）
6.	State capacity and development（1）
7.	State capacity and development（2）
8.	State capacity and development（3）
9.	Effectiveness of the state
10.	Discussions on the industrial policy
11.	State building（1）
12.	State building（2）
13.	State building（3）
14.	Paper presentations by the students and wrapping up

Prerequisites and registration requirements

The class will be operated in a very participatory manner. Your active participation will be highly expected.　In addition, each student will be required to write an essay on a related theme and present it to the class toward the end of the course.

Preparation for the course

Rather than merely attending and listening to the lecture, students are expected to read the papers, chapters or articles on the reading list in advance every time, and participate in the discussion in the class.

Textbooks

A reading list will be provided on the first day from which the text books and/or articles will be chosen depending on the interests of the participants.

Suggested readings
A reading list will be provided on the first day.
How to provide Feedback to assignments
Any necessary comments and/or feedback to the students will be given in the class.
Grading policy
Attendance and active participation in the class（30％） Presentations（30％） Final presentation or the student's own research case and the term paper（40％）
Other
None

Subject number : (GS)POL611E	
Name of Subject	**Name of Professor**
Theories and Experience of the Developmental State	HORIKANE YUMI

Course description and Attainment target
This is a course on the political economy of development with a focus on the concept of the developmental state. Following the discussion on the basic concept and the original model, this course looks at the political economy of East Asian development in comparative historical perspective. After working on East Asian cases, we would move onto authoritarian regimes in other regions, and would also deal with other issues such as democratic transition and state capacity.

Course content	
1.	Introduction
2.	The developmental state: the concept
3.	The developmental state: the keys
4.	The original model: Japan and the MITI
5.	The East Asian developmental state (1) South Korea as Asia's Next Giant
6.	The East Asian developmental state (2) Taiwan: Governing the Market?
7.	The developmental state in comparative perspective (1)
8.	The developmental state in comparative perspective (2)
9.	State capacity and development
10.	Corruption and development
11.	Authoritarianism and democratic transition
12.	Competitive authoritarianism
13.	Case presentations by the students
14.	Wrapping up

Prerequisites and registration requirements
The class will be operated in a very participatory manner. Your active participation will be highly expected.   In addition, each student will be required to write an essay on a related theme and present it to the class toward the end of the course.

Preparation for the course
Rather than merely attending and listening to the lecture, students are expected to read the papers, chapters or articles on the reading list in advance every week and participate in the discussion in the class.

Textbooks
A reading list will be provided on the first day, from which the text books and/or articles will be chosen depending on the interests of the participants.

Suggested readings
A list will be provided on the first day.
How to provide Feedback to assignments
Any necessary comments and/or feedback to the students will be given in the class.
Grading policy
Attendance and active participation in the class（30％ ） Presentations（30％） Final presentation or the student's own research case and the term paper（40％）
Other
None

<table>
<tr><td colspan="3" align="center">Subject number : (GS)POL631E</td></tr>
<tr><td colspan="2" align="center">Name of Subject</td><td align="center">Name of Professor</td></tr>
<tr><td colspan="2">SDGs and International Peace Studies</td><td align="center">MATSUZAWA TOMOKO</td></tr>
<tr><td colspan="3" align="center">Course description and Attainment target</td></tr>
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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.

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.

This course is particularly suitable for government officials as well as those who seek career opportunities in international organizations.

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.

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<tr><td colspan="3" align="center">Course content</td></tr>
<tr><td>Week</td><td>Theme</td><td>Contents</td></tr>
<tr><td>1st</td><td>Introduction of SDGs and Peace Studies</td><td>Objective and outline of the course, introduction of SDGs</td></tr>
<tr><td>2nd</td><td>The nature of modern conflict and new challenges</td><td>Changed nature of conflict, profile of victims and their challenges</td></tr>
<tr><td>3rd</td><td>The United Nations: its organization and decision-making process</td><td>Objectives and principles of the UN, its main organs, the UN diplomacy</td></tr>
<tr><td>4th</td><td>International human rights: concept and issues</td><td>Concept, issues, international human rights mechanism, the UN Human Rights Council</td></tr>
<tr><td>5th</td><td>International legal framework on peace and conflict</td><td>Basic International Human Rights Law/ International Humanitarian Law, challenges in implementation</td></tr>
<tr><td>6th</td><td>Human rights and humanitarian actors: its objectives and roles</td><td>Its principles, working modality and challenges in their activities</td></tr>
<tr><td>7th</td><td colspan="2">Role play and scenario-based exercise I OR other relevant topics</td></tr>
<tr><td>8th</td><td>United Nations Peacekeeping: its objectives and operations in protection of civilians</td><td>History and background of UNPKO, mandate and challenges in the field</td></tr>
</table>

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)

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<tr><td colspan="2" align="center">Subject number : (GS)ECN641E</td></tr>
<tr><td align="center">Name of Subject</td><td align="center">Name of Professor</td></tr>
<tr><td align="center">Private Sector Development</td><td align="center">KAMEYAMA TAKUJI</td></tr>
</table>

Course description and Attainment target

In today's world, where globalization has taken hold , international community has reached 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,the critical challenge for most countries is how to attract more valuable investment by facilitating better Investment Ecosystem, the policy and business environment that fosters entrepreneurship and private sector development.

The objective of this course is to explore the practical approaches to improve Investment Ecosystem to stimulate private sector investments by discussing theories and good practices in both developed and emerging countries. However, the course will focus more on cases of emerging countries that badly need capital and technology.

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 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 Ecosystem in order to promote investment in the country (ies) concerned.

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	・What are SDGs? ・How can private sector contribute achieving SDGs?
〈The 3rd Class〉	Key Issue (1) : Entrepreneurship (Startup Ecosystem)	・Benefits of Entrepreneurship ・Regulatory issues ・Case Study
〈The 4th Class〉	Key Issue (2) : FDI Theory and Promotion	・FDI theories: Why firms invest abroad? ・Why business linkage needed? ・Importance of SMEs ・Case Study
〈The 5th Class〉	Key Issue (3) : Financial Access	・Financial access cost ・Regulatory issues ・Case Study
〈The 6th Class〉	Key Issue (4) : Special Economic Zones (SEZs)	・Land acquisition and registration ・Industrial Parks and SEZs ・Case Study

〈The 7th Class〉	Key Issue（5）: Public Privat Partnership（PPP）	・Key infrastructure development ・Concept of PPP ・Case Study
〈The 8th Class〉:	Key Issue（6）Startup Ideation Exercise（1）	・Problem identification and analysis ・Alternative solutions ・SWOT analysis ・Market analysis
〈The 9th Class〉	Key Issue（7）Startup Ideation Exercise（2）	・Formulation of business models ・Presentation by group
〈The 10th Class〉	Key Issue（8）: Sustainable Tourism	・Why tourism? ・How to promote Sustainable Tourism ・Case Study
〈The 11th Class〉	Key Issue（9）: Job Market	・Why job matters? ・Important issues of job market ・Case Study
〈The 12th Class〉	Key Issue（10）: PSD in Environmental Sector	・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）	・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

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

Preparation for the course

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

Textbooks

・Boer, D., et al., *Private Sector Development in an Emerging World: Inclusive Policies and Strategies for the Formal and Informal Economy,* Walter de Gruyter GmbH,（2024）(https://uplopen.com/reader/books/pdf/10.1515/9783111071251)
　Students will be distributed other materials in class.

Suggested readings
OECD,*Policy Framework for Investment, 2017 Edition* United Nation, *World Investment Report 2025* Further reading will be announced.

How to provide Feedback to assignments

1. Class Participation and Case Cummaries
   The lecturer will make comments on the assignments submitted in Oh-o! Meiji system.
2. Final Exam（Presentaion of Case Study）
   The lecturer will make comments on the Case Study of Presentation in the class and/or in Oh-o! Meiji system.

Grading policy
Class Participation and Case Summaries : 25％ Startup Ideation Group Exercise: 25％ Final Presentation of Case Study : 50％

Other

	Subject number : (GS)POL691E	

Name of Subject	Name of Professor
E-Participation	YUASA HARUMICHI

Course description and Attainment target

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.

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

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

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

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

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.

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

<table>
<tr><td colspan="2" align="center">Subject number : (GS)SOC598E</td></tr>
</table>

Name of Subject	Name of Professor
Introductory Statistics for Social Research	YONEHARA AKI

Course description and Attainment target

For those who got more interested in a quantitative approach after taking Research Method 1 or equivalent, this course will offer the lectures and exercises focused on quantitative methods. In this quantitative-focused course, students will start with introductory statistics, learn some statistical methods, and practice the data analyses with using statistical programs of MS-Excel and SPSS. Since the data management skill is inevitable for quantitative analyses, the large-scale secondary data of World Value Survey (WVS) will be used in this course to experience the data management. Through Project Based Learning (PBL), students will learn the practical applications of social statistics. The goals of this course are:

- To be able to read critically academic papers with using statistical analyses.
- To understand the process of operationalization from conceptual/theoretical models to statistical models
- To understand how to manage the secondary data
- To understand how to apply some statistical analyses with using MS-Excel and SPSS
- To be able to write reports using statistical analysis with appropriate vocabulary and expressions.
- To understand the differences among report, interpretation, and discussion to use them appropriately.

Course content		
Week	Theme	Contents
1st	Introduction	・Quick review of Research Method 1 ・Types and traits of variables/ Descriptive stats/ Inferential stats/ Hypothesis testing
2nd	What is WVS?	・General information and variables of WVS ・Set a research question for PBL
3rd	From research questions to hypotheses to conceptual modeling	・Operationalization of hypotheses: Making conceptual/theoretical models to statistical models ・Sharing the ideas of models
4th	Database management #1	・Data cleaning and coding with using a code-book and recode-book
5th	Database management #2	・Database creation for the project
6th	Students' presentation: Database for the project	・Mid-term presentation ・Questions/ hypotheses/ statistical models/ database/ definitions of variables/ descriptive stats
7th	Statistical method I-1: Chi-square test and correlation analysis	・Practice with Excel and SPSS: Chi-square test and correlation analysis

8th	Statistical method I-2: Chi-square test and correlation analysis	・Reading assignment for discussion ・Team practice with Excel and SPSS: Chi-square test and correlation analysis
9th	Statistical method II-1: Paired-sample t test and independent-sample t test	・Practice with Excel and SPSS: Paired-sample t test and independent-sample t test
10th	Statistical method II-2: Paired-sample t test and independent-sample t test	・Reading assignment for discussion ・Team practice with Excel and SPSS: Paired-sample t test and independent-sample t test
11th	Statistical method III-1: Single regression and multiple regression	・Practice with Excel and SPSS: Single regression and multiple regression
12th	Statistical method III-2: Single regression and multiple regression	・Practice with Excel and SPSS: Related issues（alpha test, dummy coding, multicolinearity） ・Q&A
13th	Statistical method III-3: Single regression and multiple regression	・Reading assignment for discussion ・Team practice with Excel and SPSS: Single regression and multiple regression
14th	Students' presentation: Final presentation	・Final presentation/ discussion/ Q&A ・Summary of the course

Prerequisites and registration requirements

This course aims to enable students to utilize practically some statistical methods, which were only briefly introduced in Research Methods 1, and to write a quantitative report in a statistically appropriate manner. In order to achieve such goals, students in this course will be required to show various performance through various assignments: Excel-SPSS exercise, statistical reading assignment, group work, final presentation, and term paper. The course will be conducted primarily through group work and exercises, and thus, students are expected to learn proactively and to participate group work and assignments outside of class time.

Preparation for the course

・Need to conduct group work outside of class time.
・Need to read the assigned paper thoroughly and prepare for the presentation.
・Need to review what was learned at each class and strive to master the skills of Excel and SPSS independently since in-class exercise only will not be enough to enable students to utilize the statistical methods.

Textbooks

N/A

Suggested readings
Abelson, R. P. (1995). Statistics as principled argument. NJ: Lawrence Erlbaum Associates. Borman, D. (2018). Statistics 101: From data analysis and predictive modeling to measuring distribution and determining probability, your essential guide to statistics. NY: Adams Media. Green, S. B., & Salkind, N. J. (2013). Using SPSS for Windows and Macintosh: Analyzing and understanding data. Pearson. Grimm, L., & Yarnold, P. (2004). Reading and understanding multivariate statistics. Washington, DC: American Psychological Association. Grimm, L., & Yarnold, P. (2004). Reading and understanding more multivariate statistics. Washington, DC: American Psychological Association. Kirk, R. E. (2007). Statistics. FL: Harcourt Brace. Muijs, D. (2022). Doing Quantitative Research in Education with IBM SPSS Statistics. London: SAGE Publications. Tabachnick, B., & Fidell, L. (2012). Using multivariate statistics. NJ: Prentice Hall. 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.
How to provide Feedback to assignments
Feedback to presentations, Excel-SPSS exercises, and in-class discussion will be provided in-class.
Grading policy
Contribution to the class discussion and group work (20%) In-class presentation (mid-term and reading assignment) (20%) Final presentation (30%) Term paper (30%)
Other

Subject number : (GS)IND511E	
Name of Subject	Name of Professor
Qualitative Research Methods	MATSUMOTO NAKA

Course description and Attainment target

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 project 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.

The goals of this course are:
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. Discussion follows Single case study, Coparative 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 Discussion: 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	Interview 3	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.

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
『Research Methods in Anthropology : Qualitative and Quantitative Approaches（6th edition）』Bernard, H Russell.（AltaMira Press）
『Qualitative Inquiry and Research Design: Choosing Among Five Approaches』Creswell, J. W.（Sage Publications）
『Writing Ethnographic Fieldnotes』Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw（University of Chicago Press）
『Finding Culture in Talk: A Collection of Methods.』Quinn, Naomi.（Palgrave Macmillan）
『Learning in the field: An introduction to qualitative research（2nd ed.）』Rossman, G. B., & Rallis, S. F.（Sage Publications）

How to provide Feedback to assignments
The feedbacks/comments are given through Oh-o! Meiji or in-class.

Grading policy
Contribution to the class: 20% Mini-assignments（Fieldnote, Interview Guide, Transcription, Coding list） 20% Midterm presentation and paper: 20% Final presentation and report: 40%

Other

Subject number : (GS)IND511E	
Name of Subject	**Name of Professor**
Critical Reading and Writing	MAKI ANNA

Course description and Attainment target

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.

OBJECTIVES: As a result of this course, you will be able to:
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	Getting Started on Critical Reading	How to identify author's arguments and judge the adequacy of the backing they offer.
4	Getting Started on Self-Critical Writing	Exploring of the role you adopt as commentator and examining some characteristics of the target.
5	Creating a Comparative Critical Summary	How to build a Comparative Critical Summary: practices for enhancing critical thinking.
6	Developing Your Writing Skills to Communicate Effectively	Basic skills for academic writing that make your text more convincing to the audience.
7	A Mental Map for Navigating the Literature	How to develop a mental map that can guide your thinking as you explore the social world.
8	Tools for Thinking and Ways of Thinking	Adding more detail about two components of the mental map for navigating the literature.
9	Reasons for Conducting the Research	Looking in more detail at the 'intellectual projects' that motivate studies of the social world.
10	Knowledge Claims and Their Key Characteristics	Exploring the different kinds of knowledge claim and types of literature associated with them.
11	Developing a Critical Analysis of a Text	How to use your mental map in developing an in-depth analysis of a text.
12	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.

13	Final Presentations
14	Wrap-up of the Course and Feedback on Final Presentations

<table>
<tr><td colspan="2" align="center">Prerequisites and registration requirements</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2" align="center">Preparation for the course</td></tr>
<tr><td colspan="2">Compulsory readings must be completed before classes. Working on exercises after each class is recommended.</td></tr>
<tr><td colspan="2" align="center">Textbooks</td></tr>
<tr><td colspan="2">M. Wallace and A. Wray. 2021. <i>Critical Reading and Writing for Postgraduates.</i> (4th edition). London: SAGE.</td></tr>
<tr><td colspan="2" align="center">Suggested readings</td></tr>
<tr><td colspan="2">P. Phelan and P. Reynolds. 1996. <i>Argument and Evidence: Critical Analysis for the social sciences.</i> London and New York: Routledge.</td></tr>
<tr><td colspan="2" align="center">How to provide Feedback to assignments</td></tr>
<tr><td colspan="2">Your assignments 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.</td></tr>
<tr><td colspan="2" align="center">Grading policy</td></tr>
<tr><td colspan="2">Participation 20％, Assignments 40％, Final presentation 40％</td></tr>
<tr><td colspan="2" align="center">Other</td></tr>
<tr><td colspan="2">None.</td></tr>
</table>

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Method 1 〔M〕	MATSUMOTO NAKA

Course description and Attainment target

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.

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.

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

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.

Preparation for the course

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.

Textbooks

No textbook to purchase. Materials and handouts will be provided via Oh-o! Meiji in advance.

Suggested readings

Strunk, W. and White, E.（1999）. The Elements of Style（4th Ed.）, Longman.

Yin, R.（2018）. Case Study Research and Applications: Design and methods（6th Ed.）, Sage.

Abelson, R. P.（1995）. Statistics as principled argument. NJ: Lawrence Erlbaum Associates.

Green, S. B., & Salkind, N. J.（2013）. Using SPSS for Windows and Macintosh: Analyzing and understanding data. Pearson.

Grimm, L., & Yarnold, P.（2004）. Reading and understanding multivariate statistics. Washington, DC: American Psychological Association.

Grimm, L., & Yarnold, P.（2004）. Reading and understanding more multivariate statistics. Washington, DC: American Psychological Association.

Kirk, R. E.（2007）. Statistics. FL: Harcourt Brace.

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

Tabachnick, B., & Fidell, L.（2012）. Using multivariate statistics. NJ: Prentice Hall.

Yonehara, A.（2009）. Human development policy in the global era: A proposal from an educational view. University Education Press.

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.

Yonehara, A.（2014）. Rethinking the Human Development Index: A path toward comprehensive development evaluation. Japanese Journal of Evaluation Studies, 14（1）, 31–46.

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

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〔M〕	YONEHARA AKI

Course description and Attainment target

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.

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.

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

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.

Preparation for the course

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.

Textbooks

No textbook to purchace. Materials and handouts will be provided via Oh-o! Meiji in advance.

Suggested readings

Strunk, W. and White, E. (1999). The Elements of Style (4th Ed.), Longman.

Yin, R. (2018). Case Study Research and Applications: Design and methods (6th Ed.), Sage.

Abelson, R. P. (1995). Statistics as principled argument. NJ: Lawrence Erlbaum Associates.

Green, S. B., & Salkind, N. J. (2013). Using SPSS for Windows and Macintosh: Analyzing and understanding data. Pearson.

Grimm, L., & Yarnold, P. (2004). Reading and understanding multivariate statistics. Washington, DC: American Psychological Association.

Grimm, L., & Yarnold, P. (2004). Reading and understanding more multivariate statistics. Washington, DC: American Psychological Association.

Kirk, R. E. (2007). Statistics. FL: Harcourt Brace.

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

Tabachnick, B., & Fidell, L. (2012). Using multivariate statistics. NJ: Prentice Hall.

Yonehara, A. (2009). Human development policy in the global era: A proposal from an educational view. University Education Press.

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.

Yonehara, A. (2014). Rethinking the Human Development Index: A path toward comprehensive development evaluation. Japanese Journal of Evaluation Studies, 14 (1), 31–46.

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

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 〔M〕	SASAOKA YUICHI

Course description and Attainment target
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.

Course content

Course Description and Course Schedule (tentative)

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.

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

10.   The Structure of Dissertation

11.   The Political Science Dissertation

12.   Methodology and its validity Check

13–14th.   Providing Comments on student's draft of Research Plan

Prerequisites and registration requirements
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.

Preparation for the course
As mentioned in the prerequisites. Need to check the class contents and discussions after the class.

Textbooks
Alexander L. George and Andrew Bennett (2005) Case Studies and Theory Development in the Social Sciences, Cambridge: The MIT Press.

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.

Suggested reading materials are announced in due course.

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〔M〕	NAGAHATA MAKOTO

Course description and Attainment target
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.

Course content
The participating students are requested to prepare and present progress report on their research design as well as the results of literature survey or other information collections. Thus, a part of the course will be held on individual basis (individual consultation), and sometimes presentation and discussion in the whole class will be held. 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; Day 1-Day 3   : Discussion on the research design (including background, objectives, and research questions) Day 4-Day 8   : Discussion on the results of Literature Review Day 9-Day 11   : Discussion on the survey plans Day 12-Day 14 : Writing draft of the 1st chapter

Prerequisites and registration requirements
When a presentation and discussion session is held, active participation of the students is highly required.

Preparation for the course
The students are expected to start literature review and survey design (if necessary) in this course.

Textbooks
Reading materials will be distributed when necessary.

Suggested readings
The relevant documents will be suggested accordingly.

How to provide Feedback to assignments
Comments on the research paper drafts will be recorded in the word files to be shared in the class.

Grading policy
Participation in discussion (30%) In-class presentation (30%) Contents of research proposal (40%)

Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Method 2 〔M〕	TANAKA HIDEAKI

Course description and Attainment target

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.

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 discuss literature reviews, week 6-10 discuss research topics of each student, and week 11-14 discuss research proposals.

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 read a lot of papers which are relevant to their interests.

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 research proposal are provided from time to time.

Grading policy

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

Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Method 2〔M〕	MATSUURA MASAHIRO

Course description and Attainment target
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.

Course content	
1-3	Review each student's preliminary research proposal
4-6	Reporting on theoretical framework
7-9	Reporting on literature review
10-12	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
Each student will conduct their own research（literature review, [preparation for] data collection, and theory development）before the seminar.

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
Participation in seminar discussions and peer feedback（30%）:, In-class presentations（30%）:, Research outputs（40%）.

Other
None.

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2〔M〕	KIMURA SHUNSUKE

Course description and Attainment target

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.

A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.

Subjects : Decentralization,Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.

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.

Prerequisites and registration requirements

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.

Preparation for the course

Each student is required to prepare for and make presentaion on the progress report of their own research.

Textbooks

Handouts will be uploaded on Oh-o! Meiji web page.

Suggested readings

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

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy

Class contribution: 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 Method 2〔M〕	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 their 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 research plan.	
Textbooks	
NA	
Suggested readings	
NA	
How to provide Feedback to assignments	
The feedbacks/comments are shared in-class.	
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〔M〕	TSUJI MASAMI

Course description and Attainment target

This course is a follow-on course to Research Method 1.

The objectives of this course are to determine a research topic and develop a research proposal with clear and practical methodology, strategy, and timeframe.

Course content

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:

Week 1 : Course overview
Week 2 : Research topic（1）
Week 3 : Research topic（2）
Week 4 : Research design（1）
Week 5 : Research design（2）
Week 6 : Research questions and hypotheses（1）
Week 7 : Research questions and hypotheses（2）
Week 8 : Theoretical framework
Week 9 : Methodology（1）
Week 10 : Methodology（2）
Week 11 : Literature review（1）
Week 12 : Literature review（2）
Week 13 : Literature review（3）
Week 14 : Development of research proposal

Prerequisites and registration requirements

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.

Preparation for the course

Students are expected to prepare for substantive discussion on the topic of each class.

Textbooks

Handouts will be distributed when necessary.

Suggested readings

（On specific research topic）

Relevant reading materials will be suggested based on the research topic that individual students seek.

（On research activities in general）

Wayne C. Booth et al.（2024）. The Craft of Research, Fifth Edition, University of Chicago Press

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 Proposal（50％）
Other
None.

	Subject number : (GS)IND618E	
Name of Subject		**Name of Professor**
Research Method 2〔M〕		IZUMO AKIKO

Course description and Attainment target

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.

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.

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.

<Attaintment targets>

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.

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

Evera, S.V. (1997).Guide to Methods for Students of Political Science. (Cornell University Press).

Somekh, B. and Lewin, C. (2011). Theory and Methods in Social Research. (SAGE).

Bailey, S. (2011). Academic Writing: A Handbook for International Students, Third edition. (Routledge)

Creswell, J. W. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5 edition. (SAGA Publications).

Yin. R.K. (2017). Case Study Research: Design and Methods. 6rd ed. (Sage Publications)

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).

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy

Responses to questions and answers, participation in discussions, and contribution (30%)

Efforts exerted toward the research plans for research papers and submissions (time limit compliance and content) (30%)

Research plan content and feasibility (40%)

Other

Nothing in particular

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2〔M〕	YUASA HARUMICHI

Course description and Attainment target

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.

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.

This class normally goes like bilateral discussion between students and professor.

In the end of the course, students are expected to acquire research method and literacy.

Course content

In each class, students will report on the progress of their own research. Discussions will be held on these reports.

W1   Introduction
W2   Basic skills of study
W3   Basic skills of study
W4   Basic skills of study
W5   Previous Studies and Literature Survey
W6   Previous Studies and Literature Survey
W7   Previous Studies and Literature Survey
W8   Previous Studies and Literature Survey
W9   Previous Studies and Literature Survey
W10   Proposal of Study and Discussion
W11   Proposal of Study and Discussion
W12   Proposal of Study and Discussion
W13   Proposal of Study and Discussion
W14   Proposal of Study and Discussion

Prerequisites and registration requirements

All students are expected to speak and discuss at the class.
All studenes are required to make presentation 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 Presenation at the class（60％）
Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Method 2 〔M〕	YONEHARA AKI

Course description and Attainment target
With the basic knowledge of social science research acquired in the previous course of 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 expected to conduct literature review on their topics in order: （1）to develop a research question; （2）to find appropriate research frameworks and approaches; and （3）to select appropriate methods to answer the research question. The final outcome of the course is to prepare for a research proposal with a clear plan for completion of the research, including a research question, methodology and methods, a tentative table of contents, a chapter of literature review. The survey instruments and planning are also required to prepare during this semester in case the student plans to conduct survey.

Course content		
Week	**Theme**	**Contents**
1st	Introduction	What is academic research and how to conduct it? From "research interest" to "research topic" to "research question [RQ]" via literature review.
2–7th	Literature review & discussion	Students presentations and discussion to develop your RQ.
8th	Research design & proposal	Think about inquiry, methodology, and methods to select an appropriate methods based on your RQ. Learn the contents of research proposal.
9–13th	Literature review & discussion with focus on methods	Students presentations and discussion to develop your RQ. Survey instrument preparation if necessary.
14th	Presentation of the research proposal	Students presentation on the research proposal.

Prerequisites and registration requirements
This is a seminar-style course, which requires students' voluntary contribution. Students are expected to present the literature review report everyweek to develop a research question for the quality research proposal. Active participation to the class discussion is highly expected.

Preparation for the course
Completion of Research Method 1.   Some literature review of the students' interest fields of study.   Before coming the 1st class meeting, preper for tentative ideas of research topics/questions.

Textbooks
N/A

Suggested readings
Bailey, B., 2025, "Academic writing: A handbook for international students" (Routledge).
Creswell, J. W., and Creswell, J. D., 2022, "Research design: Qualitative, quantitative, and mixed methods approaches" (SAGE Publications).
APA style guide (https://apastyle.apa.org/)
* Relevant references will be suggested individually.
How to provide Feedback to assignments
Feedback to presentations will be provided during the class discussion.
Individual consultation for the research proposal will be provided on appointment-basis.
Grading policy
Contribution to the class discussion (30%)
In-class presentations (30%)
Research proposal (40%)
Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2 〔M〕	MATSUMOTO NAKA

Course description and Attainment target

This seminar aims to guide students in formulating research topics for a research paper and in developing an outline of a research plan (research design) that will lead to the subsequent writing process. Specifically, the seminar covers the following components:

1. Clarifying research problems
By reviewing previous studies and relevant literature, students will gain an understanding of the current state of their field of interest and identify key research issues.

2. Developing an original perspective
Students will examine the identified issues and explore perspectives that offer originality and academic significance.

3. Formulating research questions
Based on the original perspective, students will articulate a clear research question that will serve as the core of their study.

4. Research design
Students will determine appropriate research methods in accordance with their research question and develop a coherent research.

This seminar focuses on contemporary issues in society and aims to cultivate students' abilities in problem identification and analysis. In the first half of the seminar, students will acquire fundamental skills in research paper structure and literature search, while deepening their research themes through close reading of key texts and student-led presentations. In the second half, students will work on defining their individual research topics and selecting appropriate research methods, thereby enhancing their capacity to independently design and plan academic research.

Course content

Week	Theme	Contents
1-3	Academic research skills	Contents of Master Thesis, Research skills (e.g., literature search and records), and scheduling
4-9	Research problem and questions	Discussion on research problems based on literature and data
10-12	Research Design	Discussion on research design based on the research questions
13-14	Research proposals	Presentation of research proposal

Prerequisites and registration requirements

Prerequisite: Research Method 1
This is a seminar style course. Students are expected to work pro-actively and engage in the discussion.

Preparation for the course
Students are expected to conduct systematic searches of academic literature and engage in critical reading in order to identify and formulate appropriate research questions.

Textbooks
『How to Write a Master's Thesis』, Bui, Y., (Sage Publications, Inc.), 2019 　『Research Methods in Anthropology: Qualitative and Quantitative Approaches』Bernard, H.R., (Altamira), 2017

Suggested readings
Relevant references will be provided as appropriate in accordance with the interests of the students.

How to provide Feedback to assignments
The feedbacks/comments are shared in-class.

Grading policy
Contribution to the class: 20% Preparation for the class: 30% Research proposal : 50% Feedback during seminar sessions, as well as comments and evaluations on submitted assignments, will be provided on an ongoing basis. Questions submitted by email will also be accepted at any time.

Other
When formulating a research topic, it is important to value your own interests while grounding your topic in previous studies and objective data so that it is convincing to others. Academic writing also follows established conventions, and acquiring these conventions will enable you to produce logical and persuasive prose.

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Method 2 〔M〕	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	
Participation in discussion（20％） In class presentations（30％） Research outputs（50％）	
Other	

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 1 〔M〕	SASAOKA YUICHI

<table>
<tr><td colspan="2" align="center">Course description and Attainment target</td></tr>
<tr><td colspan="2">

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.

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.

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.

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Course content

Tentative Contents: Concrete contents are changeable due to the progress of researches conducted by students, and it can be varied upon the consultation.

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

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.

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〔M〕	NAGAHATA MAKOTO

Course description and Attainment target
This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research 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.

Course content
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; Week 1-6　　: Literature Review Week 7-10　　: Survey results and analysis Week 11-14　: Drafting concluding parts and re-writing introductory parts

Prerequisites and registration requirements
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.

Preparation for the course
The students are expected to start writing draft of the paper before the semester.

Textbooks
Reading materials will be distributed when necessary.

Suggested readings
None.

How to provide Feedback to assignments
Comments on the research paper drafts will be recorded in the word files to be shared in the class.

Grading policy
Presentation of research progress（30%） Research efforts and attempts（40%） Contents of the draft（30%）

Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 1 〔M〕	TANAKA HIDEAKI

Course description and Attainment target

This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.

A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.

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.

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 discuss research proposals, week 6-10 discuss data collections, and week 11-14 discuss finalise an research outline.

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
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 〔M〕	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	
Participation in seminar discussions and peer feedback (25%): In-class presentations (25%): Research outputs (50%)	
Other	

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1〔M〕	KIMURA SHUNSUKE

Course description and Attainment target

This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.

A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.

Subjects: Decentralization,Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.

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.

Prerequisites and registration requirements

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.

Preparation for the course

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.

Textbooks

Handouts will be uploaded on Oh-o! Meiji web page.

Suggested readings

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.

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy

Class contribution: 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 〔M〕	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	
The feedbacks/comments are shared in-class.	
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 〔M〕	TSUJI MASAMI

Course description and Attainment target
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.   The objective of this course is to make tangible progress on research activities, to be ready for writing texts of a research paper.

Course content
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.   Weeks 1–14: Presentation by students, followed by discussion with the advisor and classmates.

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〔M〕	IZUMO AKIKO

Course description and Attainment target

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.

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.

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.

<Objectives>.

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.

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

Evera, S.V.（1997）.Guide to Methods for Students of Political Science.（Cornell University Press）.

Somekh, B. and Lewin, C.（2011）Theory and Methods in Social Research.（SAGE）.

Bailey, S.（2011）. Academic Writing: A Handbook for International Students, Third edition.（Routledge）

Creswell, J. W.（2017）. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5 edition.（SAGA Publications）.

Yin. R.K.（2017）. Case Study Research: Design and Methods. 6rd ed.（Sage Publications）

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）.

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy

Responses to questions and answers, participation in discussions, and contribution（30%）

Efforts exerted toward the research plans for research papers and submissions（time limit compliance and content）（30%）

Research plan content and feasibility（40%）

Other

Nothing in particular

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1 〔M〕	YUASA HARUMICHI

Course description and Attainment target

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.

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.

This class normally goes like bilateral discussion between students and lecturer.

In the end of the course, students are expected to complete the paper.

Course content

In each class, students will report on the progress of their own research paper.

W1   Introduction
W2   Basic skills of study
W3   Basic skills of study
W4   Basic skills of study
W5   Previous Studies and Literature Survey
W6   Previous Studies and Literature Survey
W7   Previous Studies and Literature Survey
W8   Previous Studies and Literature Survey
W9   Previous Studies and Literature Survey
W10   Proposal of Study and Discussion
W11   Proposal of Study and Discussion
W12   Proposal of Study and Discussion
W13   Proposal of Study and Discussion
W14   Proposal of Study and Discussion

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 〔M〕	YONEHARA AKI

Course description and Attainment target

Based on the proposal developed in the previous course of Research Method 2, this course is designed for providing necessary guidance and advice to the students for conducting research and writing draft for their MA theses. The students are expected to conduct literature review and survey if planned. They are also required to start writing the draft of the thesis according to the academic writing style (e.g. APA style). The final outcomes of the course are: (1) to fix the table of contents; (2) to complete literature review and the survey if planned; and (3) to write up the first draft of some chapters. Along with these fundamental works, students need to continue the analyses of survey data, the document analyses, or the like for the completion of their MA theses.

Course content

Week	Theme	Contents
1st	Introduction	Presentation of the research progress and the plan of this semester.
2-14th	Progress report	Presentation of the weekly progress and discussion for improvement.

Prerequisites and registration requirements

This is a seminar-style course, which requires students' voluntary contribution. Students are expected to conduct their own research under advisor's supervision to write up the draft. Active participation to the class discussion is highly expected.

Preparation for the course

Completion of Research Method 2 with a specific research proposal.

Textbooks

N/A

Suggested readings

Bailey, B., 2025, "Academic writing: A handbook for international students" (Routledge).
Creswell, J. W., and Creswell, J. D., 2022, "Research design: Qualitative, quantitative, and mixed methods approaches" (SAGE Publications).
APA style guide (https://apastyle.apa.org/)
* Relevant references will be suggested individually.

How to provide Feedback to assignments

Feedback to presentations will be provided during the class discussion.
Individual consultation will be provided on appointment-basis.

Grading policy

Contribution to the class discussion (30%)
In-class presentations (30%)
Thesis draft (40%)

Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 1 〔M〕	MATSUMOTO NAKA

Course description and Attainment target

In this seminar, students will conduct data collection and analysis based on the proposals developed in Research Method Seminars 1 and 2, as well as start writing the chapters. At the end of the semester, students are expected to complete first drafts of the thesis. The seminar includes the following components:

1. Further examination of the research proposal and the establishment of a conceptual framework
2. Complete data collection and start its analysis
3. Verification and discussion of the analytical results in relation to the established research questions
4. Discuss potential conclusions and implications

Course content		
Week	Theme	Contents
1.	Introduction	Research Proposal, Individual schedule
2-13.	Progress report & discussion	Present the weekly progress, in-seminar dicussion
14.	Final presentation	Final presentation

Prerequisites and registration requirements

This is a seminar style course followed by Research Method 1 and 2. Students are expected to work pro-actively and engage in the discussion. At this stage, effective schedule management is essential for completing a research paper within a limited timeframe. In each seminar session, students will be required to report on the progress of the schedule they have set in advance.

Preparation for the course

Students are required to prepare presentations / draft of the paper based on their reading and writing for every meeting.

Textbooks

No text book is assigned

Suggested readings

Relevant references will be provided as appropriate in accordance with the interests of the students.

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy

Contribution to the class: 20%
Preparation for the class: 30%
Thesis draft : 50%
Feedback during seminar sessions, as well as comments and evaluations on submitted assignments, will be provided on an ongoing basis. Questions submitted by email will also be accepted at any time.

Other
This is a critical phase of the thesis-writing process. Careful scheduling and consistent daily engagement are strongly recommended.

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 1 〔M〕	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 anlysis 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	
Participation in discussion（20％） In class presentations（30％） Research outputs（50％）	
Other	

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 2〔M〕	SASAOKA YUICHI

Course description and Attainment target

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.

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.

The very final process of this class is e-mail exchange between a student and advisor rather than the ordinary class in the classroom.

Course content

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.

Prerequisites and registration requirements

Students are expected to submit the initial drafts and participate in the discussions. Zealous participation and patience are necessary to accomplish the work. Keeping the pace and concentration is important.

Preparation for the course

As mentioned in the prerequisites.

Textbooks

At this stage, reading materials will not be so necessary, if it is, it will be suggested in due course.

Suggested readings

Depending on the subject and progress, the advisor can suggest recommended readings.

How to provide Feedback to assignments

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.

Grading policy

Class participation and discussions (30%) and in-class and out of the class presentation of research outcomes (70%).

Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 2〔M〕	NAGAHATA MAKOTO

Course description and Attainment target
This is the final stage of the master thesis writing based on the research conducted by the students. The course aims at providing necessary advice to the students for improving and completing their research paper. It is also expected that through class discussions, the students will be able to acquire wider perspectives as well as necessity of the further research in order to improve logical sequence and argument in the paper.

Course content
Most of the teaching will be based on individual meetings, although presentations and discussions among the students will also be arranged from time to time. The details of the schedule will be arranged according to the needs and progress of each student. 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.

Prerequisites and registration requirements
In the class presentation and discussions, active participation in the discussion by each student is highly requested.

Preparation for the course
The students are expected to complete draft of the research paper, and finalize it.

Textbooks
None.

Suggested readings
None.

How to provide Feedback to assignments
Comments on the research paper drafts will be recorded in the word files to be shared in the class.

Grading policy
Class participation in discussions (30%) Research efforts and attempts (30%) Contents of the paper (40%)

Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 2 〔M〕	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〔M〕	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	
Participation in seminar discussions, peer feedback, and mentoring（20%）; In-class presentations（10%）; Research outputs（70%）.	
Other	

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 2 〔M〕	KIMURA SHUNSUKE

Course description and Attainment target

This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.

A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.

Subjects: Decentralization,Deconcentration, Local administrative reform,Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.

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.

Prerequisites and registration requirements

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.

Preparation for the course

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.

Textbooks

Handouts will be uploaded on Oh-o! Meiji web page.

Suggested readings

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

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy

Class contribution: 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 2〔M〕	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	
The feedbacks/comments are shared in-class.	
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〔M〕	TSUJI MASAMI
Course description and Attainment target	
Based on the progress through Research Paper 1, this course will continue writing work of research paper. The objective of this course is to finalize the research paper.	
Course content	
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. 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 Weeks 13-14 : Final check of research paper	
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	
Research efforts and attempts（30%） Quality of the research paper（70%）	
Other	
None.	

Subject number : (GS)IND618E		
Name of Subject		**Name of Professor**
Research Paper 2〔M〕		IZUMO AKIKO

Course description and Attainment target

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.
   Achievement Objectives
   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.

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 your-self.
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

Evera, S.V. (1997). Guide to Methods for Students of Political Science. (Cornell University Press).

Somekh, B. and Lewin, C. (2011) Theory and Methods in Social Research. (SAGE).

Bailey, S. (2011). Academic Writing: A Handbook for International Students, Third edition. (Routledge)

Creswell, J. W. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5 edition. (SAGA Publications).

Yin. R.K. (2017). Case Study Research: Design and Methods. 6rd ed. (Sage Publications)

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).

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy

Q & A responses, discussion participation, and overall class contribution: (30%)

Amount of effort focused on research plans for research papers and submissions (compliance with due dates and quality of content) (30%)

Research plan content and feasibility (40%)

Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2 〔M〕	YUASA HARUMICHI

Course description and Attainment target

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.

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.

This class normally goes like bilateral discussion between students and lecturer.

In the end of the course, students are expected to complete the paper.

Course content

In each class, students will report on the progress of their own research paper.

W1   Introduction
W2   Basic skills of study
W3   Basic skills of study
W4   Basic skills of study
W5   Previous Studies and Literature Survey
W6   Previous Studies and Literature Survey
W7   Previous Studies and Literature Survey
W8   Previous Studies and Literature Survey
W9   Previous Studies and Literature Survey
W10   Proposal of Study and Discussion
W11   Proposal of Study and Discussion
W12   Proposal of Study and Discussion
W13   Proposal of Study and Discussion
W14   Proposal of Study and Discussion

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〔M〕	YONEHARA AKI

Course description and Attainment target
As the final stage of the MA thesis, this course is designed for providing necessary guidance and advice to the students who are writing theses. The thesis should be drafted according to the academic writing style (e.g. APA style). The final outcome of the course is the completed MA thesis.

Course content		
Week	Theme	Contents
1st	Introduction	Presentation of the research progress and the plan of this semester.
2-13th	Progress report	Presentation of the weekly progress and discussion for improvement.
14th	Final presentation	Presentaton of the completed MA thesis.

Prerequisites and registration requirements
This is a seminar-style course, which requires students' voluntary contribution. Students are expected to conduct their own research under advisor's supervision to write up the draft. Active participation to the class discussion is highly expected.

Preparation for the course
N/A

Textbooks
N/A

Suggested readings
Bailey, B., 2025, "Academic writing: A handbook for international students" (Routledge). Creswell, J. W., and Creswell, J. D., 2022, "Research design: Qualitative, quantitative, and mixed methods approaches" (SAGE Publications). APA style guide (https://apastyle.apa.org/) * Relevant references will be suggested individually.

How to provide Feedback to assignments
Feedback to presentations will be provided during the class discussion. Individual consultation will be provided on appointment-basis.

Grading policy
Contribution to the class discussion (30%)

Contribution to the class discussion (30%)
In-class presentations (30%)
Thesis draft (40%)
【Evaluation standard for MA thesis】
・Clarity and originality of research question
・Comprehensiveness and thoroughness of references (quantity, quality, and appropriateness)
・Logical structure of chapter organization
・Appropriateness of methodological design (qualitative, quantitative, and/or mixed methods)
・Appropriateness and originality of analyses
・Logical progression, originality, and interest from analysis through discussion to conclusion
・Academic writing proficiency
・Overall logical development (coherence, persuasiveness)
・Consideration for research ethics
・Academic integrity

Other

Subject number : (GS)IND618E	
Name of Subject	**Name of Professor**
Research Paper 2〔M〕	MATSUMOTO NAKA

Course description and Attainment target

In this seminar, students will complete their Master's Thesis based on the work undertaken in Research Method 1 and 2 and Research Paper 1. The seminar will focus on the following components:

1．Closely examining and refining the analysis of data obtained to date
2．Developing logical and coherent responses to the research questions based on this analysis
3．Drawing conclusions and discussing their implications, as well as directions for future research

Based on these components, students will revise and expand the draft written in Research Paper 1 as necessary. In addition, further review and analysis of prior studies and flexible reassessment of the validity of the research problem will be undertaken as needed, with the goal of completing the research paper on time. In the final stage, sufficient time will be devoted to ensuring proper formatting and accurate citation of references.

Course content

Week	Theme	Contents
1.	Introduction	Research Proposal, Individual schedule
2-11.	Progress report & discussion	Present weekly progress, engage in in-seminar discussions, and address formatting requirements.
12-14.	Final completion	Finalizing the written thesis and formatting it appropriately for submission and oral defense

Prerequisites and registration requirements

This is a seminar style course followed by Research Paper 1. Students are expected to work proactively and engage in the discussion. Effective schedule management is essential for completing a research paper within a limited timeframe. In each seminar session, students will be required to report on the progress of the schedule they have set in advance. Sufficient time should be allocated prior to the submission deadline to ensure proper formatting and presentation. Active and independent engagement by each student is strongly expected.

Preparation for the course

Based on the established schedule, students will prepare thesis drafts for discussion with their advisor in each seminar sessions.

Textbooks

No text book is assigned

Suggested readings

Relevant references will be provided as appropriate in accordance with the interests of the students.

How to provide Feedback to assignments

The feedbacks/comments are shared in-class.

Grading policy
Contribution to the class: 30% Quality of final product: 70% Feedback during seminar sessions, as well as comments and evaluations on submitted assignments, will be provided on an ongoing basis. Questions submitted by email will also be accepted at any time.
Other
This is a final stage of thesis writing.

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2〔M〕	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
Participation in discussion（20%） In class presentations（30%） Research outputs（50%）

Other

Subject number : (GS)IND618E	
Name of Subject	Name of Professor
Research Paper 2〔M〕	KOBAYASHI YOSHIKI

Course description and Attainment target

<COURSE DESCRIPTION>
- This course is the continuation of "Research Paper 1" in the previous semester.
- Students are supposed to complete their master theses.
(* GSGS HP: https://www.meiji.ac.jp/cip/english/graduate/governance/reseachpaper.html)

<ATTAINMENT TARGET>
-**Students should complete and submit their master theses by the due date set by the GSGS.**
- These papers must include essential elements for academic writing.（Please see the below "Grading and Evaluation" part.）

<TEACHING METHODOLOGY>
- 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

- 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.

Class（1）-（5） : Discussing individual progress
Class（6）-（10） : Preparing the draft paper submitted to grammatic proofreading（to be scheduled in early June）
Class（11）-（14）: Finalizing the completed thesis

Prerequisites and registration requirements

- This course is the continuation of "Research Paper 1" in the previous semester.

Preparation for the course

- 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
<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. ・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） ・Booth, W.C., Colomb, G.G., Williams, J.M., Bizup. J., and Fitzgerald, W.T.（eds.）（2016）, *The Craft of Research* (*Chicago Guides to Writing, Editing, and Publishing*) (*Fourth Edition*)（University of Chicago Press） ・Mullaney, T. S., & Rea. C（2022）, *Where Research Begins: Choosing a Research Project That Matters to You*（University of Chicago Press）

Suggested readings
・Creswell, J.（2018）, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (*Fifth Edition*)（SAGE Publications） ・Gary King, G., Keohane, R.O., and Verba, S.（1994）, *Designing Social Inquiry: Scientific Inference in Qualitative Research*（Princeton Univ Press）

How to provide Feedback to assignments
- 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
［**Presentation, discussions and other contributions in a class**］20%. ［**Content of the final research paper**］80%. ・**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