

2019

Graduate School of Governance Studies

Syllabus

Meiji University

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# Academic calendar of 2019 (Graduate School of Governance Studies)

## **【Spring semester】 April 1 to September 19**

Orientation for newly - enrolled students	April 3 (Wed.)
Class starts	April 4 (Thu.)
Entrance ceremony (April intake students)	April 7 (Sun.)
Health check	Early April
Registration period	Early April
Distribution of the individual registration	Mid April
Period to review registrations	Mid April
Preliminary registration of the tentative title of research paper (September graduating students)	May 9 (Thu.) to 15 (Wed.)
Date of submission of research paper (September graduating students)	July 4 (Thu.) to July 6 (Sat.)
Thesis Defence (September graduating students)	July 20 (Sat.)
End of class	July 31 (Wed.)
Summer vacation	August 1 (Thu.) to September 19 (Thu.)
Graduation ceremony (September Graduating students)	September 19 (Thu.)

※ Date to be offered Classes held on national holidays : May 6 (Mon.), July 15 (Mon.)

## **【Fall semester】 September 20 to March 31**

Orientation for newly - enrolled students	September 14 (Sat.)
Entrance ceremony (September intake students)	September 19 (Thu.)
Class starts	September 20 (Fri.)
Registration period	End September
Distribution of the individual registration	Early October
Period to review registrations	Early October
Preliminary registration of the tentative title of research paper (March graduating students)	October 17 (Thu.) to October 23 (Wed.)
Anniversary of university foundation (No class)	November 1 (Fri.)
Winter vacation	December 25 (Wed.) to January 7 (Tue.)
Date of submission of research paper (March graduating students)	January 9 (Thu.) to 11 (Sat.)
Anniversary of university foundation (No class)	January 17 (Fri.)
Thesis Defence (March graduating students)	January 26 (Sun.)
End of class	February 4 (Tue.)
Graduation ceremony (March Graduating students)	March 23 (Mon.)

※ Date to be offered Classes held on national holidays : September 23 (Mon.), October 14 (Mon.), November 23 (Sat.)

※ Temporary University holidays : November 2 (Sat.), November 5 (Tue.) ~ 7 (Thu.), January 18 (Sat.)

## Academic Credit Requirements

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

# Courses and Teaching Staff

This syllabus collection includes English-track 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.

Courses Title	Credit	Title	Name	Page
<b>Field A : Basic subject - Policy, administration, management</b>				
Governance Studies	2	Professor	Kyoko Ryu	6
Intergovernmental Relations	2	Professor	Kyoko Ryu	8
Urban Spatial Policy	2	Professor	Masahiro Matsuura	10
Introduction to Public Policy Analysis	2	Professor	Masahiro Matsuura	12
Evaluation Theory and Practice	2	Professor	Yuriko Minamoto	14
Comparative Local Government	2	Lecturer	Hirofumi Takada	16
TQM in Public Sector	2	Professor	Junro Nishide	18
QM in Japanese Public Sector	2	Professor	Junro Nishide	19
Spatial Planning	2	Professor	Kiyoshi Kobayashi	20
Negotiation in the Public Sector	2	Professor	Masahiro Matsuura	22
Government and Politics in Developing Countries	2	Professor	Yuichi Sasaoka	24
Global Governance (Theory)	2	Professor	Yuichi Sasaoka	26
Global Governance (Institutions)	2	Professor	Yuichi Sasaoka	28
NGO/NPO Policy	2		—	
NGO/NPO Management	2	Professor	Makoto Nagahata	30
Crisis Management for Natural Disasters	2	Professor	Yoshiki Kobayashi	32
<b>Field B : Basic subject - Economic, finance, development</b>				
Public Financial Management	2		—	
Public Finance	2	Professor	Hideaki Tanaka	34
Macroeconomics A	2	Professor	Ryuta Ray Kato	37
Macroeconomics B	2	Professor	Ryuta Ray Kato	39
Microeconomics A	2	Professor	Ryuta Ray Kato	41
Microeconomics B	2	Professor	Ryuta Ray Kato	43
Politics and Economics in East Asia	2	Lecturer	Kuniko Ashizawa	45
Economic System and Environment	2	Lecturer	Kosuke Ninomiya	47
Social Policy	2	Lecturer	Rosario Laratta	49
Social Development	2	Professor	Yuriko Minamoto	52
Tax Policy and Tax Administration	2	Professor	Takafumi Kanemura	54
Social Welfare System	2		—	
<b>Field C : Applied Policy Study</b>				
<b>Policy, evaluation</b>				
Current Development in Public Policy and Management	2	Professor	Junro Nishide	56
Consensus Building in the Public Sector	2		—	
Public Policy	2	Lecturer	Nobuhisa Taira	58
Policy Evaluation	2	Lecturer	Nobuhisa Taira	60
<b>Public administration management</b>				
Public Policy and Governance: Comparative Case Studies	2	Lecturer	Masahiro Mogaki	61
Comparative Public Administration	2		—	
Comparative Study of Corruption	2		—	
Human Resource Management	2	Professor	Makoto Nagahata	64
Leadership Theory and Practice	2	Lecturer	Kazuyuki Sasaki	66
<b>Local government</b>				
Japanese Local Government (Management)	2	Professor	Shunsuke Kimura	68
Japanese Local Government (Finance)	2	Professor	Shunsuke Kimura	70
<b>Urban design</b>				
Urban Design	2		—	
Introducing Spatial Planning in Tokyo	2	Professor	Kiyoshi Kobayashi	72
<b>Crisis management</b>				
Crisis Management and Civil Society	2	Professor	Yoshiki Kobayashi	74
Crisis Management and Public Administration	2	Lecturer	Keisuke Tsukada	76
Crisis and Contingency Management	2	Professor	Yoshiki Kobayashi	77
<b>Economics, finance</b>				
Japanese Economy in International Environment	2		—	
Japanese Economic Policy	2	Professor	Etsuko Katsu	79

Courses Title	Credit	Title	Name	Page
<b>Community/Regional development</b>				
Community Engagement and Facilitation	2	Professor	Makoto Nagahata	81
Urban and Regional Development Planning	2	Lecturer	Takayuki Kubo	83
Community Welfare Service	2	Professor	Taku Okabe	85
<b>Environment</b>				
Environmental Governance	2	Professor	Masami Tsuji	86
Environmental Management	2	Professor	Masami Tsuji	88
Environmental Assessment	2	Professor	Masami Tsuji	90
<b>Education</b>				
Comparative and International Education	2	Assistant Professor	Akiko Hayashi	92
Japanese Education in Comparative Perspective	2	Assistant Professor	Akiko Hayashi	94
<b>International issues</b>				
Japanese Foreign and Development Policy	2	Professor	Yuichi Sasaoka	96
Political Economy of Development	2	Professor	Yumi Horikane	98
Theories and Experience of the Developmental State	2	Professor	Yumi Horikane	100
International Economics and Finance	2	Lecturer	Ryoichi Okuzumi	102
SDGs and International Peace Studies	2	Lecturer	Tomoko Matsuzawa	104
<b>Business</b>				
Private Sector Development	2	Lecturer	Takuji Kameyama	106
Business, Policy and Environment	2	Lecturer	Kosuke Ninomiya	108
<b>Field D : Practical seminars</b>				
Social Research Method	2	Lecturer	Aki Yonehara	110
Introductory Statistics for Social Research	2	Lecturer	Aki Yonehara	112
Qualitative Research Methods	2	Assistant Professor	Akiko Hayashi	114
Masters Thesis Development	2	Assistant Professor	Akiko Hayashi	116
Analyzing and Writing in Qualitative Research	2	Assistant Professor	Akiko Hayashi	117
Elementary Academic English	2	Professor	Evelyn J.Naoumi	119
Intermediate Academic English (Writing)	2	Professor	Evelyn J.Naoumi	121
Intermediate Academic English (Communication)	2	Professor	Evelyn J.Naoumi	123
Advanced Academic English	2	Professor	Evelyn J.Naoumi	124
Research Method 1	2	Professor	Takafumi Kanemura	126
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Research Paper 2	2	Professor	Yuriko Minamoto	170
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Research Paper 2	2	Professor	Hideaki Tanaka	173
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Research Paper 2	2	Professor	Shunsuke Kimura	175

Name of Subject	Name of Professor
<b>Governance Studies</b>	Kyoko Ryu
Course description and Attainment target	
<p>The purpose of this course is to take a basic view of governance in international context. The last thirty years have witnessed a transformation of the state in many industrial democracies. This transformation is described as one from government to governance, that is, bureaucracy to markets and non-profit private networks. The term governance is not new, but now it is used to capture this new pattern of governing.</p> <p>This course will examine governance by looking at some different aspects of it, although the concept is still slippery. The course will begin to deal with factors caused to change government's role. The class will examine the impact of a New Public Management and its implication for the society. Upon completion of this course, students will be able to understand what is governance, how should we explain its emergence, what are its implications for public policy and democracy. In the class, comparative analysis is highly valued. Therefore students are encouraged to contribute to the class discussion by bringing out the similar examples or cases of the country they are from. The class also stresses writings and students are required to present some papers occasionally.</p>	
Course content	
<p>Week 1 Orientation</p> <p>Week 2 History of Libelasim</p> <p>Week 3 From Government to Governance/ From Welfare State to Sustainable Welfare State</p> <p>Week 4 Economic context of Governance</p> <p>Week 5 Political context of Governance</p> <p>Week 6 Administarative context of Governance</p> <p>Week 7 Public choice theory &amp; Ratinal choice theory</p> <p>Week 8 Privatization and now</p> <p>Week 9 Deregulation and now</p> <p>Week 10 New Public Management and now</p> <p>Week 11 Presentation and discussion on concrete case of Governance (1)</p> <p>Week 12 Presentation and discussion on concrete case of Governance (2)</p> <p>Week 13 Presentation and discussion on concrete case of Governance (3)</p> <p>Week 14 Presentation and discussion on concrete case of Governance (4)</p>	
Prerequisites and registration requirements	
<p>All students are expected to do three things</p> <ol style="list-style-type: none"> <li>1 . one presentation about the topics you chose.</li> <li>2 . speak and discuss at the class</li> </ol>	
Preparation for the course	
Instruct in the class	
Textbooks	
None	

## Suggested readings

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

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

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

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

Bell, S & Hindmoor, A. (2009), Rethinking Governance : The Centrality of the State in Modern Society, Combridge. U.R.

Laegried , P. & Verhoest, K. (eds.), (2010), Governance of Public Sector Organizations : Proliferation, Autonomy and Performance, Palgrare Macmillan.

Osborne, S. (ed.), (2010), The New Public Governance ? : Emerging perspectives on the theory and practice of public governance, Routledge.

Dooren, W. V., Bouckaert, G., & Halligan, J., (2010), Performance Management in the public sector, Routledge.

Donahue D. & Zeckhauser, (2011), Collaborative Governance: Private Roles for Public Goals in Turbulent Times, Princetou u.p.

Pierre, J. ed., (2000), Debating Governance, Oxford University Press.

Kettle, D. F., (2002), The Transformation of Governance: Public Administration for Twenty-First Century America, The Johns Hopkins U. P.

Peters, G.B. and Pierre, J. eds., (2004), Politicization of the Civil Service in Comparative Perspective, Routledge.

Hood, C.C., (1991), "A Public Management for All Seasons?", Public Administration vol.69.

Bovaird, T. and Loeffler E., eds., (2003), Public Management and Governance, Routledge.

Kooiman, J., (2003), Governing As Governance, Sage Pubns.

Ingraham, P. W., (2003), Government Performance: Why Government Matters?, John Hopkins U.P.

Lynn L. E., (2005), Public Management Old and New, Routledge.

Hood, C. C. and Lodge, M., (2006), The Politics of Service Bargains, Oxford U.P.

Boyne, G. A, Meier K. J., O'Tode, L. J., & Walker, R. M. eds., (2006), Public Service Performance: Perspectives on Measurement and Management, Cambridge U.P.

## Grading policy

1 . presentation 60%

2 . contribution to the class 40%

## Other



Name of Subject	Name of Professor
<b>Intergovernmental Relations</b>	Kyoko Ryu
<b>Course description and Attainment target</b>	
<p>The purpose of this course is to take a broad view of Intergovernmental Relations (IGR) both in theory and practice in comparative and international context. IGR concerns the coordination/cooperation of local, regional/state and national/federal governments to achieve a common goal by public policies. Local governments and regional/state governments are spheres of government in their own right, but at the same time they are components of one sovereign state. How they work together on decision making and coordinate budgets, policies, and activities. IGR as the theory has an origin in USA, but developed worldwide. When we see the IGR in European states, IGR would become Multi-Level Governance (MLG) because of the relationship with EU. When we see the IGR in developing countries, IGR should concern more about the international partners like IMF, World Bank, UN and other international NGOs. Students are encouraged to contribute to the class discussion by bringing out the examples or cases of the country they are from. The class also stresses writings and students are sometimes required to present observation papers as preparation to the class.</p>	
<b>Course content</b>	
<p>Week 1 Orientation  Week 2 Origi of IGR: Formation of Nation State  Week 3 Two prototype of IGR in 19th century  Week 4 Continental type  Week 5 Anglo-American Type  Week 6 Development of the state and integration of 2 types in 20th century  Week 7 Development 1 : Welfare State  Week 8 Development 2 : Sustainable Welfare state  Week 9 Integration Pattern 1 : Cotinental Type towrd Anglo-American Type Japanese case  Week10 Integration Pattern 2 : Anglo-American Type to Continental Type UK case  Week11 Federal System and Unitary System  Week12 Large city system  Week13 Political dimension of IGR  Week14 IGR in developing countries</p>	
<b>Prerequisites and registration requirements</b>	
<p>All students are expected to do three things  1 . one presentation about the IGR of his/her own country.  2 . speak and discuss at the class</p>	
<b>Preparation for the course</b>	
<p>Instruct in the class</p>	
<b>Textbooks</b>	
<p>None</p>	

### Suggested readings

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

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

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

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

### Grading policy

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

### Other

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

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

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

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

Name of Subject		Name of Professor
Evaluation Theory and Practice		Yuriko Minamoto
Course description and Attainment target		
<p>This course serves as an introduction to “Program Evaluation”, evaluation methodologies commonly used in public sector to contribute to solving various social problems in society. “Program evaluation” is widely used evaluation theory and is a critical component in formulating and operating policies and programs. Evaluations can provide information to policy makers, program managers or citizens that can assist them in making decisions, ensuring accountability and program improvement. Students will become familiar with the concepts, various methods and their applications in policy arena, and be able to propose an appropriate evaluation design to assess policies and programs. Various case studies and exercises of evaluation practice are incorporated in class discussions.</p>		
Course content		
Times	Theme	Contents
1 st	Introduction to Program Evaluation	Discussion on basic concepts of evaluation: history, definition, domain, objectives and contribution of evaluation/who are evaluators.
2 nd	Program theory	One of critical step of program evaluation is to understand the program to be evaluated (evaluand). Learning of program theory model as a tool to understand and clarify the logic of the program.
3 rd	Developing evaluation questions and evaluation criteria	Discussion on key elements to be considered in formulating evaluation questions.
4 th	Evaluation indicators and data collection methods	Learning key issues to identify good indicators for evaluation and various data collection methods responding to indicators.
5 th	Data analysis	Discussion on characteristics of both quantitative and qualitative data analysis methods with some exercises.
6 th	Theory evaluation and Process evaluation	Learning theories and practice of Theory evaluation and Process evaluation that will play a significant role in formative evaluation.
7 th	Impact evaluation (1)	Measuring impact of program intervention is one of major concern for decision makers. Learning characteristics of impact evaluation design with some case examples.
8 th	Impact evaluation (2)	(cont'd.)
9 th	Participatory evaluation	Learning theory of participatory evaluation that involves various stakeholders in evaluation process.
10th	Reporting evaluation results	Discussion on critical elements of quality reporting for utilization of evaluation results.
11th	Case study (1)	Developing evaluation design.
12th	Case study (2)	Metaevaluation of evaluation reports.
13th	Presentations by participants (1)	
14th	Presentations by participants (2)	

### Prerequisites and registration requirements

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

### Preparation for the course

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

### Textbooks

Copies of reading materials will be distributed in the class.

### Suggested readings

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

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

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

### Grading policy

Class participation and contribution to the discussions: 20%

Quize: 20%

Term paper: 60%

### Other



Name of Subject		Name of Professor
Comparative Local Government		Hirofumi Takada
Course description and Attainment target		
<p>This course aims to furnish students with a deep understanding and practical knowledge of local administration and finance with a focus on local governance and intergovernmental relationship in a comparative perspective.</p> <p>The lecture will begin with providing students with information on the system and operation of local government in different countries including Japan. Then, the students will be given opportunities to make a short presentation on local government of their respective countries from a comparative point of view, thus enabling them to enrich and enlarge their idea and knowledge of local governance. Finally, broad trends of issues such as decentralization and administrative reforms will be further explored.</p>		
Course content		
Week	Theme	Contents
1st	Orientation and introduction	Why “comparative” perspective is important?
2nd	Outline of local government in Japan from a comparative perspective	Students will be provided with a comparative view on local government in Japan in various aspects.
3rd	Local government in selected countries	Lecturer will give lectures on local governance in such countries as United Kingdom, France, Germany, United States and others.
4th		
5th		
6th		
7th		
8th		
9th	Local government in the home countries of students	Each students are requested to make a presentation on his/her home country, and discussion follows. Number of classes for this part may be changed depending on the number of participating students.
10th		
11th		
12th		
13th	Further discussions on selected issues and challenges	Such topics or issues as decentralization, administrative reforms and participation will be further discussed.
14th		
Prerequisites and registration requirements		
<p>In this course, a greater focus will be put on practical and institutional aspects of local government or governance rather than on theoretical analysis.</p>		
Preparation for the course		
<p>Students are advised to obtain information and data on local government in their respective countries.</p>		
Textbooks		
<p>No required textbook. Handouts will be distributed.</p>		

Suggested readings
None.
Grading policy
Class participation (40%) Presentation (30%) Term paper (30%) : Details on term paper will be announced in the class.
Other

Name of Subject	Name of Professor
<b>TQM in Public Sector</b>	Junro Nishide
Course description and Attainment target	
<p>As in many Western countries, result-oriented or goal-oriented management became very popular among national and local governments in Japan. Performance evaluation was institutionalized by law in the central government agencies in 2002, led by some of the local public bodies which had started introducing outcome-based evaluation systems in 1990's. Following these movements, more attentions came to be paid to "quality management" in public organizations. It is important for government administrators to explain their level of productivity, namely, the ratio of the amount of tax money spent for a set of government actions to the level of goals attained by them. But it is even more important to enable upgrading the level of productivity by improving the quality of management. This course aims to give students insights on these attempts to establish quality management systems in public sector. Students will learn how the latest concepts and practices of the quality management have been developed in the private sector. They will also learn how those theories and techniques must be modified in applying to public sector management.</p>	
Course content	
<ol style="list-style-type: none"> <li>1. The Importance of Problem Solving</li> <li>2 – 3. What is the QC Problem-Solving Approach</li> <li>4 – 5. The QC View Point</li> <li>6 – 7. The QC Seven-Step Formula and</li> <li>8 – 9. The QC Tools</li> <li>10. Some Examples of the QC Problem-Solving</li> <li>11-14. Examples of TQM Application to Public Organizations</li> </ol>	
Prerequisites and registration requirements	
Students are required to make oral reports on the assigned chapters of textbooks.	
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	
<p>Hosotani, Katsuya (1992) The QC Problem Solving Approach: Solving Workplace Problems the Japanese Way, 3A Corporation</p> <p>Morgan, Colin, Stephen Murgatroyd (1994) Total Quality Management in the Public Sector: An International Perspective, Open University Press</p>	
Suggested readings	
None.	
Grading policy	
<p>Oral Reports on Assigned Readings (60%)</p> <p>Participation to Classroom Discussions (20%)</p> <p>Term Papers (20%)</p>	
Other	

Name of Subject	Name of Professor
<b>QM in Japanese Public Sector</b>	Junro Nishide
<b>Course description and Attainment target</b>	
<p>This course aims to provide students with concrete ideas of QM (Quality Management) practices in Public Sector through a field research. The class will visit some of the leading public organizations in quality management to learn from their management staff on the effectiveness of the system and to observe actual activities in these organizations. Goal-oriented management is getting popular among many public sector organizations in Japan. Along with this trend, some of the public organizations including national and local governments had started introducing new systems which include quality circle movements and other elements of quality management. It is important for public managers to be accountable about their organization productivity, but it is even more important to be able to improve their productivity continuously. Through the field research in this course, students are expected to get insights on those actual programs carried out to establish quality management systems in public sector. (Students are highly recommended to take up “TQM in Public Sector” together with this field research course.)</p>	
<b>Course content</b>	
<p>Major aims of the field research are :</p> <ul style="list-style-type: none"> <li>A. Understanding QM</li> <li>B. Understanding major difficulties in QM in Japanese public sector</li> <li>C. Learning the process of introducing QM system in leading public organizations</li> <li>D. Learning the effectiveness and problems in using The systems through observation of actual situation in typical examples of QM applications public organizations in Japan</li> </ul>	
<b>Prerequisites and registration requirements</b>	
<p>The precise schedule will be announced before the end of the spring semester.</p>	
<b>Preparation for the course</b>	
<p>Details of required preparation before participating the field research will be explained in the orientation session held on the first day in a classroom.</p>	
<b>Textbooks</b>	
<p>The students are expected to read the text book and handout materials before the class.</p>	
<b>Suggested readings</b>	
<p>None.</p>	
<b>Grading policy</b>	
<p>Contribution to the class (40%) Term paper (60%)</p>	
<b>Other</b>	

Name of Subject	Name of Professor
<b>Spatial Planning</b>	Kiyoshi Kobayashi
<b>Course description and Attainment target</b>	
<p>The “Spatial Planning” is a relatively brand-new concept. It is a sort of the technique or the art influencing the distribution of people and activities in space. The “Spatial Planning” is also considered as a Euro-English term, neither solely British nor American. In the United States and the UK, we have been familiar with city, urban, regional, and country planning. While these planning have been mainly focusing on land use and zoning, the “Spatial Planning” has much broader meaning as follows:</p> <p>Firstly, I would point out that the “Spatial Planning” includes the strategic driver and the decision process affecting development.</p> <p>Secondly, it is more spatial than traditional planning, and it has good planning framework where development is carried out.</p> <p>And finally, it pays attention to the management of resources integrated with other strategies as well.</p> <p>So we can it comprehensive planning. It consists of urban, welfare, transportation, educational, job creating, and other kind of planning. In this class lecture on the planning of various eras, countries and fields. I also have a plan to invite guest speakers and discuss planning openly.</p>	
<b>Course content</b>	
<ul style="list-style-type: none"> <li>A. General principles on spatial planning</li> <li>B. Japanese planning and Tokyo Metropolitan Government planning</li> <li>C. London Plan and The European Spatial Development Perspective</li> <li>D. Floor area ratio and Townscape</li> <li>E. Social inclusion</li> <li>F. Smart growth, Compact city, and Sustainable development</li> <li>G. Town centre management</li> <li>H. Tokyo Vision for Arts and Culture</li> <li>I. Housing planning</li> <li>J. The influence of economic liberalization on privatization</li> <li>K. Financial planning</li> <li>L. Crisis management and disaster prevention</li> <li>M. Public private partnership</li> <li>N. Environmental concerns</li> <li>O. Urban Planning of Tokyo</li> </ul>	
<b>Prerequisites and registration requirements</b>	
<p>I have a plan to take students on educational visits to all sorts of places in Tokyo. The visit schedule will be adjusted to suit the convenience of the host.</p> <p>October 2019 - Tuesday 29th - field work  November 2019 - Tuesday 19th - field work  - A lecture on New York City Urban Planning  November 9 SAT, 14:00 – 17:00  November 10 SUN, 14:00 – 17:00  November 11 MON, 19:00 – 22:00</p> <p>Students are highly recommended to take up “Introducing Spatial Planning in Tokyo” together with this field research course.</p>	

Preparation for the course
I will indicate by that time.
Textbooks
None.
Suggested readings
None.
Grading policy
Participation and discussions in the class and Field Studies (60%) Term paper (40%)
Other

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

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



Name of Subject	Name of Professor
<b>Government and Politics in Developing Countries</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>The 21st Century has witnessed a transformative change both in the politics of what has conventionally been referred to as the 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. Based on this recognition, this course can serve as an optimal course to governance and politics, which covers structural conditions and constraints (states), dynamic process (civil society and private sector) and externally-driven development processes (external interests and donors). The fifth edition textbook identifies and analyses these processes of changes that are transforming the politics of the Third World. It reveals central political themes and issues in the developing world, such as globalization, inequality, identify, 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 concrete cases including country analyses. Students need to understand theoretical backgrounds of governance and politics in developing countries, and to get familiar with several academic jargons so that they can analyze daily issues more deeply by themselves.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Approaches and Global Context (1)</li> <li>3. Approaches and Global Context (2)</li> <li>4. Society and State</li> <li>5. State and Society</li> <li>6. Policy Issues</li> <li>7. Regime Change</li> <li>8. Fragile verses Strong States</li> <li>9. Development and Human Rights (1)</li> <li>10. Development and Human Rights (2)</li> <li>11. Country Cases (1)</li> <li>12. Country Cases (2)</li> <li>13. South-South Relations</li> <li>14. Summary/Conclusive Part</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>Students are expected to read the textbook and references before attending the class and participate in the discussions.</p>	
<b>Preparation for the course</b>	
<p>As mentioned in the prerequisites.</p>	
<b>Textbooks</b>	
<p>Peter Burnell, Vicky Rabdall and Lise Ranker (2017) "Politics in the Developing World", fifth edition. Oxford University Press.</p>	

### Suggested readings

Alex Thompson (2010) "An Introduction to African Politics", third edition. Routledge.

### Grading policy

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: course participation (40%); reporting (50%); and memo (10%).

### Other

Name of Subject	Name of Professor
<b>Global Governance (Theory)</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>This course aims at deepening the understanding of International Relations (IR). The theories are presented faithfully, by focusing on both their strengths and their weaknesses. This course sets the standard contents for graduate students, while beginners can understand the contents without difficulty. The first text book deal with major theoretical issues, and then we pick up some articles covering global governance and the latest developments in the world politics.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Why Study IR?</li> <li>3. IR as an Academic Subject</li> <li>4. Realism</li> <li>5. Liberalism</li> <li>6. International Society</li> <li>7. Social Constructivism</li> <li>8. International Political Economy: Classical Theories</li> <li>9. International Political Economy: Contemporary Debates</li> <li>10. Foreign Policy</li> <li>11. Key Issues in Contemporary IR</li> <li>12. Methodological Debates</li> <li>13. Global Governance (1)</li> <li>14. Global Governance (2)</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>Students are expected to read the textbook before the class and actively participate in the discussions. The course contents and class style are subject to change due to the number of students and the progress of the course.</p>	
<b>Preparation for the course</b>	
<p>As mentioned in the prerequisites.</p>	
<b>Textbooks</b>	
<ol style="list-style-type: none"> <li>1. Robert Jackson &amp; Georg Sorensen (2016) "Introduction to International Relations – Theories &amp; Approaches", fifth edition. Oxford University.</li> <li>2. Amitav Acharya (ed) "Why Govern? – Rethinking Demand and Progress in Global Governance", Cambridge University Press.</li> </ol>	

### Suggested readings

- 1 . Richard Haass (2017) "A World in Disarray", Penguin Press.
- 2 . John Baylis, Steve Smith & Patricia Owens (2011) "The Globalization of World Politics - An introduction to international relations", Oxford University Press.
- 3 . Peter J. Katzenstein and Robert O. Keohane (eds) (2007) "Anti-Americanisms in World Politics", Cornell University Press.
- 4 . Joseph S. Nye Jr. (2004) "Power in the Global Information Age - From realism to globalization", Routledge.

### Grading policy

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (40%); reporting (40%); and memo (20%). Regarding reporting, it is given a few times on specific chapters. It is graded based on the understanding of basic analytical perspectives and preparation of specific case analysis. Moreover, each student will be required to present his or her own memo in the class.

### Other

Name of Subject	Name of Professor
<b>Global Governance (Institutions)</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>This course provides an overview of the structure and functions of global governance, especially multilateral institutions, which cover not only current issues but also theoretical and identity issues. There are a lot of networks and partnerships and related discussions on the global issue today. Global governance can be a task or an issue beyond just being a member of the inter-state system. This fact reminds you that the nation state system alone cannot cope with numerous issues that you face in the globalized world.</p> <p>The primary objectives of this course are two-fold: (1) to understand theoretical background of global governance and globalization; and (2) to master basic analytical perspectives. This course provides actor oriented analyses/views on international institutions and requires pro-active thinking in the context of contemporary world.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Theory, methods, and international organizations</li> <li>3. The World Trade Organization</li> <li>4. IMF and the World Bank</li> <li>5. The United Nations I: law and administration</li> <li>6. The United Nations II: international peace and security</li> <li>7. The International Labor organization</li> <li>8. The International Court of Justics</li> <li>9. The International Criminal Court</li> <li>10. The European Union and regional organizations</li> <li>11. Reforming the United Nations: Lessons from a History of Progress</li> <li>12. The Resurgent Idea of World Government</li> <li>13. The International Solidarity Tax and related policy movements</li> <li>14. The Unruled World</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>Students are expected to read the textbook before attending the class and participate in the class discussions. Each student will be required.</p>	
<b>Preparation for the course</b>	
<p>As mentioned in the prerequisites.</p>	
<b>Textbooks</b>	
<p>Ian Hurd (2014) <i>International Organizations - Politics, Law, Practice</i>, second edition, Cambridge University Press.</p> <p>Paul F. Diehl and Brian Frederking (2010) "The Politics of Global Governance-International Organizations in an Independent World", Lynne Rienner Publication Inc. and Paperback.</p> <p>Stewart Patrick (2014) "The Unruled World— The Case for Good Enough Global Governance", <i>Foreign Affairs</i> Jan/Feb, pp. 58-73.</p>	

### Suggested readings

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

### Grading policy

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (40%); reporting (40%); and memo (20%). Regarding reporting, it is to be held a few times.

### Other

Name of Subject	Name of Professor
NGO/NPO Management	Makoto Nagahata
<b>Course description and Attainment target</b>	
<p>As modernization prevails upon all over the world, most of the functions of local communities are substituted by the nation state and the market economy, and many local communities changes their characteristics and even about to vanish in some of the developed countries. Nevertheless, as the “limitation of public sector” and “failure of market” become more and more obvious, the roles of “third sector” (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 &amp; 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.</p>	
<b>Course content</b>	
<p>1st Introduction To share experiences and views of participating students on NPOs/NGOs, and to discuss and fix ways of class management.</p> <p>2nd Basics of NGO/NPO Historical Background of NGO/NPO in the world.</p> <p>3rd/4th Japanese NPOs (1) (2) Reviewing overall picture of Japanese NPOs in service delivery / issue solution .</p> <p>5th/6th How NPOs are established (1) (2) Starting points of NPOs to be established</p> <p>7th/8th Volunteer facilitation (1) (2) How NPOs/NGOs can facilitate voluntary initiatives of various people</p> <p>9th/10th Fund raising (1) (2) How NPOs/NGOs can attract ordinary people / various organizations</p> <p>11th/12th Collaboration with other sectors (1) (2) How NPOs/NGOs can work with public sector and other stakeholders</p> <p>13th NPOs and business (1) (2) How NPOs/NGOs can promote business and work with profit sectors</p> <p>14th Overall synthesis The participating students will review the course and extract learning from what they found by themselves.</p>	
<b>Prerequisites and registration requirements</b>	
<p>As the course is held with "workshop" type method, the students are required to take part in the discussions actively. In the middle of the course, the students are requested to prepare presentations on the issues of NGO/NPO management.</p>	

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



Name of Subject	Name of Professor
<b>Crisis Management for Natural Disasters</b>	Yoshiki Kobayashi
<b>Course description and Attainment target</b>	
<p>This course will provide basic academic theories and frameworks regarding crisis and emergency management.</p> <p><b>COURSE DESCRIPTION</b></p> <p>The concept of Comprehensive Emergency Management will be explored with the four steps which include mitigation, preparedness, response, and recovery. An analysis of past natural disaster cases will be examined based on this concept. The role and importance of leadership in crisis management situations will be explored throughout the course.</p> <p><b>ATTAINMENT TARGET</b></p> <p>By the end of this course, students will be able to (i) understand major theoretical questions about crisis management (in particular natural disasters) for scholars and practitioners, (ii) understand background situations behind daily media reports on crisis management matters, and (iii) make policy recommendations on crisis management issues.</p> <p><b>METHODOLOGIES</b></p> <p>The course consists of lectures by the instructor as well as class discussions with students. While the instructor delivers a brief lecture in a each class on the designated topics based on the below-mentioned text book, students are expected to participate in class discussions.</p>	
<b>Course content</b>	
<ul style="list-style-type: none"> <li>(1) Introduction to Crisis and Emergency Management</li> <li>(2) The Function and Evolution of Crisis Management</li> <li>(3) Organizing and Planning in Crisis Management</li> <li>(4) Governmental Roles in Crisis Management</li> <li>(5) Earthquakes &amp; Tsunami</li> <li>(6) Flood</li> <li>(7) Volcano</li> <li>(8) <b>STUDENTS' PRESENTATIONS FOR RESEARCH PROPOSALS</b></li> <li>(9) Public Leadership in Crisis Management I</li> <li>(10) Public Leadership in Crisis Management II</li> <li>(11) Public Leadership in Crisis Management III</li> <li>(12) Public Leadership in Crisis Management IV</li> <li>(13) Summary and Conclusions</li> <li>(14) <b>STUDENTS' FINAL PRESENTATIONS</b></li> </ul>	
<b>Prerequisites and registration requirements</b>	
No prerequisite knowledge or experiences are required.	

Preparation for the course
<p><b>READING ASSIGNMENTS</b></p> <p>All students are expected to complete reading assignments (in particular, assigned chapters of the below mentioned textbook) prior to an each class, getting prepared for class discussions on assigned topics.</p> <p><b>NEWS DISCUSSIONS</b></p> <p>In an each class, the first 15-20 minutes will be allocated to casual discussions on the current news topics related to crisis management issues. All students are encouraged to pay attention to relevant news topics in daily life, and to get prepared for class discussions.</p>
Textbooks
<p>“The Politics of Crisis Management (2nd Edition)” (2017), Boin, A., et.al, (Cambridge University Press)</p>
Suggested readings
<p>None.</p>
Grading policy
<p>Class Participation: 30%</p> <p>Individual Class Presentation (2 times): 30%</p> <p>Individual Term Paper: 40%</p>
Other
<p>The GSGS offers a variety of different courses related to crisis management, each of which has different focus and viewpoints. Those students who are interested in having comprehensive understanding of crisis management issues are encouraged to take several courses in the crisis management area.</p>

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

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

## Grading policy

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

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

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

(1) Are major points summarized clearly?

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

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

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

(2) To compare your country's public finance with Japanese or other countries' one.

Score of a term paper depends on the following criteria.

(1) Are an objective and theme clearly addressed?

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

(3) Is what you learned at classes referred?

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

(5) Are references quoted precisely?

Other

Name of Subject		Name of Professor
Macroeconomics A		Ryuta Ray Kato
Course description and Attainment target		
<p>The aims of this course are to introduce the fundamental framework of macroeconomics to students who are not familiar with macroeconomics. Thus, no background in economics is required. While use of mathematical tools will be minimized, several key mathematical tools will be taught to help students understand analytical methods. One of the purposes of this course is to let students get able to critically analyze several fiscal and monetary policies within the macroeconomics framework. The goal of this course is to let students understand how much the macroeconomics framework can be used for stabilizing the economy. Thus, students are expected to equip themselves with analytical tools which are getting more and more essential to judge on-going actual government macroeconomic policies.</p>		
Course content		
Week	Theme	Contents
1st	Introduction: Macroeconomics	What is macroeconomics ?
2nd	Data on macroeconomics	GDP, inflation and unemployment
3rd	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		
<p>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.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		

Textbooks
<p>Barro, Robert J., Angus C. Chu, and Guido Cozzi (2017), <i>Intermediate Macroeconomics</i>, 1st Edition, Cengage</p> <p>ISBN-13: 9781473725096   ISBN-10: 1473725097</p> <p>Since a very high discount rate for a purchase is applicable only through the instructor, students should contact the instructor before students intend to purchase it.</p>
Suggested readings
<p>While any textbook on macroeconomics is useful to understand this course, the following book is suggested to go through.</p> <p>Mankiw, N Gregory (2017) <i>Principles of Economics</i>, 8th edition, South-Western Pub</p> <p>ISBN-10: 1305585127, ISBN-13: 978-1305585126</p>
Grading policy
<p>Two written exams (midterm and final exams) : 80%</p> <p>Two assignments : 20%</p> <p>Note: Two written exams (midterm and final) are both open exams.</p>
Other

Name of Subject		Name of Professor
<b>Macroeconomics B</b>		Ryuta Ray Kato
Course description and Attainment target		
<p>Based on certain understanding of materials taught in Macroeconomics A, the course expands the analytical framework to explicitly consider the role of money. Then, the impacts of government activities such as government expenditure, taxes and public debt are explored. Furthermore, the course will cover a popular analytical tool in dynamic macroeconomics at the graduate/research level, which is called the overlapping generations model and a different continuous dynamic macro model.</p>		
Course content		
Week	Theme	Contents
1st	Money and Prices	An introduction of Money to an equilibrium business cycle model
2nd	Inflation, Money Growth, and Interest Rates	Inflation, real and nominal variables
3rd	Money and Business Cycle I	Sticky Price of goods and non-neutrality of money in the short run
4th	Money and Business Cycle II	The New Keynesian Model
5th	World Markets in Goods and Credit	International Macroeconomics
6th	Exchange Rates	Different currencies in the World Market
7th	Government Activities I	Government Expenditure
8th	Government Activities II	Taxes in Macroeconomics
9th	Government Activities III	Public Debt
10th	Overlapping Generations Model I	The Structure of the OLG model
11th	Overlapping Generations Model II	Government in the OLG model
12th	Overlapping Generations Model III	Government Bonds in the OLG model
13th	Continuous Dynamic Models	The Solow Model Reconsidered
14th	Final exam and answers	Final exam and provision of answers
Prerequisites and registration requirements		
<p>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.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		



Textbooks
<p>Barro, Robert J., Angus C. Chu, and Guido Cozzi (2017), <i>Intermediate Macroeconomics</i>, 1st Edition, Cengage</p> <p>ISBN-13: 9781473725096   ISBN-10: 1473725097</p> <p>Since a very high discount rate for a purchase is applicable only through the instructor, students should contact the instructor before students intend to purchase it.</p>
Suggested readings
<p>While any textbook on macroeconomics is useful to understand this course, the following book is suggested to go through.</p> <p>McCandless, George T Jr. with Neil Wallace (1992) <i>Introduction to Dynamic Macroeconomic Theory: An Overlapping Generations Approach</i>, Harvard University Press</p> <p>ISBN-10: 0674461118, ISBN-13: 978-0674461116</p> <p>McCandless, George (2008) <i>The ABCs of RBCs: An Introduction to Dynamic Macroeconomic Models</i>, Harvard University Press</p> <p>ISBN-10: 0674028147, ISBN-13: 978-0674028142</p>
Grading policy
<p>Two written exams (midterm and final exams) : 80%</p> <p>Two assignments : 20%</p> <p>Note: Two written exams (midterm and final) are both open exams.</p>
Other

Name of Subject		Name of Professor
Microeconomics A		Ryuta Ray Kato
Course description and Attainment target		
<p>The aims of this course are to introduce the fundamental framework of microeconomics to students who are not familiar with microeconomics. Thus, no background in economics is required. While use of mathematical tools will be minimized, several key mathematical tools will be taught to help students understand analytical methods. One of the purposes of this course is to let students understand how much the microeconomic framework is useful to tackle many problems in our society, and thus, in particular, focus will be given on applications of the analytical tools common in microeconomics to lots of issues related to public policies. The goal of this course is to let students understand how much the economics framework can be used for actual issues, and also use the framework to explore several hot issues in our society. Thus, students are expected to equip themselves with analytical tools which are getting more and more common in the social science.</p>		
Course content		
Week	Theme	Contents
1st	Economic Models I	Chapter 1
2nd	Economic Models II	Chapter 1
3rd	Preferences, Choices and Utility Maximization I	Chapter 2
4th	Preferences, Choices and Utility Maximization II	Chapter 2
5th	Demand Curves and Elasticity I	Chapter 3
6th	Demand Curves and Elasticity II	Chapter 3
7th	Production I	Chapter 6
8th	Production II	Chapter 6
9th	Cost Functions I	Chapter 7
10th	Cost Functions II	Chapter 7
11th	Profit Maximization and Supply I	Chapter 8
12th	Profit Maximization and Supply II	Chapter 8
13th	Perfect Competition	Chapter 9
14th	Final exam and answers	Final exam and provision of answers
Prerequisites and registration requirements		
<p>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.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		

Textbooks
<p>Nicholson, Walter, and Christopher Snyder (2015), <i>Intermediate Microeconomics and Its Application</i>, 12th Edition, Cengage  ISBN-13: 9781133189022   ISBN-10: 1133189024</p> <p>Since a very high discount rate for a purchase is applicable only through the instructor, students should contact the instructor before students intend to purchase it.</p>
Suggested readings
<p>While any textbook on microeconomics is useful to understand this course, the following book is suggested to go through.</p> <p>Varian, Hal R (2014) <i>Intermediate Microeconomics with Calculus: A Modern Approach</i>, WW Norton &amp; Co  ISBN-10: 0393937143; ISBN-13: 978-039393714537143</p>
Grading policy
<p>Two written exams (midterm and final exams) : 80%</p> <p>Two assignments : 20%</p> <p>Note: Two written exams (midterm and final) are both open exams.</p>
Other

Name of Subject		Name of Professor
Microeconomics B		Ryuta Ray Kato
Course description and Attainment target		
<p>Based on certain understanding of materials taught in Microeconomics A, the course expands the analytical framework at the more advanced level. First, the situations where the market is not working perfectly are examined, and then the common tools such as the duality theory are introduced. Furthermore, importance of information is examined, where some key issues such as the role of insurance and adverse selection are studied. A brief explanation of the contract theory is given as well.</p>		
Course content		
Week	Theme	Contents
1st	Review of Basic Statistics I	Introductory Statistics
2nd	Review of Basic Statistics II	More Statistics
3rd	Uncertainty I	Chapter 4
4th	Uncertainty II	Chapter 4
5th	Monopoly I	Chapter 11
6th	Monopoly II	Chapter 11
7th	Imperfect Competition I	Chapter 12
8th	Imperfect Competition II	Chapter 12
9th	Pricing in Input Market I	Chapter 13
10th	Pricing in Input Market II	Chapter 13
11th	Capital and Time I	Chapter 14
12th	Capital and Time II	Chapter 14
13th	Asymmetric Information	Chapter 15
14th	Final exam and answers	Final exam and provision of answers
Prerequisites and registration requirements		
<p>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.</p>		
Preparation for the course		
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in economics and/or mathematical tools is relatively weak, additional materials will be introduced, which should also be studied before attending the session.</p>		
Textbooks		
<p>Nicholson, Walter, and Christopher Snyder (2015), <i>Intermediate Microeconomics and Its Application</i>, 12th Edition, Cengage  ISBN-13: 9781133189022   ISBN-10: 1133189024</p> <p>Since a very high discount rate for a purchase is applicable only through the instructor, students should contact the instructor before students intend to purchase it.</p>		

### Suggested readings

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

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

ISBN-10: 0393957357, ISBN-13: 978-0393957358

### Grading policy

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

Two assignments : 20%

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

### Other

Name of Subject		Name of Professor
Politics and Economics in East Asia		Kuniko Ashizawa
Course description and Attainment target		
<p>This course introduces and analyzes key aspects of international relations of the Asia Pacific region, by focusing on both the evolution and the current state of regional order and patterns of intra-regional interaction. After reviewing some basic theoretical and analytical discussions on the concept of “order” in international relations, the course explores the historical transition of Asian regional order from the mid-19th century to the end of the Cold War. It then examines the rise of regional institutionalism (i.e., the creation of the APEC and the ARF) in the 1990s, as a response to major structural changes taking place in both regional and global orders at the time. Drawing on these historical developments, the course delves into a range of cases of recent regional institution-building, such as the Asian Infrastructure Investment Bank (AIIB) and the Trans-Pacific Partnership (TPP), so as to properly discern the current state of regional order in the Asia-Pacific. The final part of the course considers how countries in the region respectively perceive the current state of regional order and what is a desirable regional order to emerge in years to come. In this context, the question of creating an Asian regional community will also be explored. The course will be conducted as a seminar that features discussion in class on pre-class reading of papers and short presentation of research report.</p>		
Course content		
Session	Theme	Contents
1st	Introduction to Course, Evolution of Regional Order in Asia I	(1) Key Concepts on International Order and Governance, (2) Sino-Centric Order, (3) Wilsonian-inspired System, (4) Japanese Ambition and Failure
2nd		
3rd		
4th		
5th	Evolution of Regional Order in Asia II	(1) US-led Hub-and-Spoke System, (2) The Post-Cold War Realignment of Military Alliances, (3) The Rise of New Regionalism (APEC), (4) Introduction of Multilateral Security Framework (ARF)
6th		
7th		
8th		
9th	Recent Trend in Regional Institution-Building	(1) Economic Sector: ASEAN+3 /Chiang Mai Initiative Multi-lateralization, TPP/RECEP, (2) Development: Asian Infrastructure Investment Bank (AIIB) / Asian Development Bank (ADB), (3) Political Sphere: East Asia Summit (EAS), ASEAN Charter, China-Japan-Korea Trilateral Cooperation Secretariat, (4) Security: Shanghai Cooperation Organization, Regional Cooperation Agreement on Combating Piracy and Armed Robbery (ReCAAP), Quadrilateral Security Dialogue (Australia-India-Japan-US)
10th		
11th		
12th		
13th	Countries’ Perspectives on Regional Order and Conclusion	(1) Major Powers: China, India, Japan, and the US, (2) Middle and Small Powers: South Korea, Australia, ASEAN (as a single actor), ASEAN countries, (3) The Future of Regional Order and the Prospect of Regional Community in Asia
14th		
15th		

Prerequisites and registration requirements
Preparation for the course
Students are expected to read the assigned readings 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.
Textbooks
None.
Suggested readings
None.
Grading policy
Participation (30%), Presentation (40%), Final Memo (30%)
Other

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



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

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

#### Class 6 : Managerialism

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

Material to be assigned the week before lecture

#### Class 7 : Paternalism

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

Material to be assigned the week before lecture

Midterm Test

#### Class 8 : Co-production of public services

What is?

How it is initiated?

What are the challenges of Co-production?

Material to be assigned the week before lecture

#### Class 9 : Forms of Co-production

Co-commissioning

Co-designing

Co-delivering

Co-assessing

Material to be assigned the week before lecture

#### Class 10 : Co-commissioning

Case Studies in Co-commissioning (Presentations)

Case Studies to be assigned the week before

#### Class 11 :

Participatory Budgeting

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

Material to be assigned the week before

#### Class 12 : Co-designing

Case Studies in Co-designing (Presentations)

Case Studies to be assigned the week before lecture

#### Class 13 : Co-delivering

Case Studies in Co-delivering (Presentations)

Case Studies to be assigned the week before

#### Class 14 : Co-assessing

Case Studies in Co-assessing (Presentations)

Case Studies to be assigned the week before

### Prerequisites and registration requirements

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

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

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

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

Name of Subject		Name of Professor
Tax Policy and Tax Administration		Takafumi Kanemura
Course description and Attainment target		
<p>This course is to provide students with basic knowledge of the Japanese tax policy and administration system. The Japanese tax system is characterized by the Shoup recommendation that focused on the equity principle of taxation and direct taxation (especially in the tax on individual income). The recommendation is enacted in 1950 and established the framework of the present tax system. Field trips will be organized to tax offices in the national tax agency and prefecture and municipal taxation division offices to give Japanese tax collection strategies and techniques. The administration of the national tax system is under the Ministry of Finance that has regional taxation bureaus (Kokuzei-Kyoku) and tax offices (Zeimu-sho) are responsible for national tax assessment and collection. And prefecture and municipal taxation division offices are collecting the local taxes. These tax collection bodies have a good technique and knowledge. The work in this course requires practical research design.</p>		
Course content		
I. Lecture on Tax Theory and Administration		
1.	General tax theory	
2.	Practice in tax administration	
3.	Comparative tax policy and administration	
4.	History and basic structure of Japanese tax system	
5.	National tax system in Japan	
6.	Local tax system in Japan	
II. Field Trip to Tax Offices		
7.	Visit to national tax bureau (1)	
8.	Visit to national tax bureau (2)	
9.	Visit to municipal tax department (1)	
10.	Visit to municipal tax department (2)	
11.	Visit to municipal financial division (1)	
12.	Visit to municipal financial division (2)	
III. Presentation by students		
13.	Presentation by students assigned case studies	
14.	Summing up	
Prerequisites and registration requirements		
This course is intended to visit tax offices and to learn Japanese tax officials.		
Preparation for the course		
Students are required to make such preparations for each class as directed by the teacher		

### Textbooks

Some important materials will be distributed and introduced in class

### Suggested readings

- \* Report on Japanese Taxation by the Shoup Mission  
(<http://homepage1.nifty.com/kybs/shoup/shoupr01.html>)
- \* Comprehensive Handbook of Japanese Taxes 2010  
(<http://www.mof.go>)
- \* National Tax Agency Report 2012  
(<http://www.nta.go.jp>)

### Grading policy

Class participation and discussion 60%  
Term paper 40%

### Other



Name of Subject		Name of Professor
<b>Current Development in Public Policy and Management</b>		Junro Nishide
Course description and Attainment target		
<p>This course focuses on some of the most significant developments in the field of public policy and public management today, introducing innovative measures in these fields with theoretical explication. We mainly take up current developments in public sector or non profit sector in Japan though some related cases of overseas. Outstanding public officers, politicians and relevant practitioners in private sectors will be invited as guest lecturers to provide the latest information and their observations. At the same time, each faculty member in charge of the session gives introduction, comprehensive explanation, theoretical overview, and analytical commentary. Another important purpose of this course is to provide the platform to both Japanese and international students to exchange the information, opinions through discussions on such questions as: What kind of approach could be taken to the similar kinds of issues in public sector in respective home nation of international students?</p> <p>In order to take the best advantage of the 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. The course is offered as a four-day intensive course and each session is conducted by of several faculty members.</p>		
Course content		
1	Introduction	
2	Case study 1	
3	Group discussion	
4	Presentation	
5	Case study 2	
6	Group discussion	
7	Presentation	
8	Field study	
9	Field study (cont.)	
10	Field study (cont.)	
11	Field study (cont.)	
12	Group work for Policy advocacy	
13	Group work for Policy advocacy (cont.)	
14	Group work for Policy advocacy (cont.)	
15	Presentation, Summing up	
Prerequisites and registration requirements		
<p>This course is open for both Japanese and International students. Since professional translators support the classes, Japanese language skill is not required.</p>		

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

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

Suggested readings
<p>John W. Frece, Symposium 2005: Twenty Lessons From Maryland's Smart Growth Initiative, "Vermont Journal of Environmental Law," Volume 6 2004-2005</p> <p>Stiglitz, J. E. "Economics of the Public Sector," New York and London, W. W. Norton &amp; Company, 1986</p> <p>Stone, Deborah, "Policy Paradox," New York, W.W. Norton &amp; Company, 2002</p> <p>Taira, Nobuhisa. "Is it possible to create co-production (collaboration) society?" City Planning Institute of Japan, 2001</p>
Grading policy
Class participation (30%), and Term Paper + its Presentation (70%)
Other
None

Name of Subject	Name of Professor
Policy Evaluation	Nobuhisa Taira
Course description and Attainment target	
<p>This class aims to discuss basic knowledge of policy evaluation and to learn some evaluation methods. Policy evaluation is now one of the key issues in the studies of public policy. This is also one of the most important agenda for Japanese governments both at local and national levels on the background of progress of devolution, increase in budget deficit, citizen awareness to government activities, and so on.</p> <p>One qualitative evaluation method and one quantitative evaluation method are discussed at the class. For understanding of the quantitative method, its foundation of public economics is also discussed.</p> <p>The goal of this class is to be able to explain general idea of policy evaluation and to evaluate public policies in a quantitative manner.</p>	
Course content	
<ol style="list-style-type: none"> <li>1) Policy Evaluation (Background of Policy Evaluation)</li> <li>2) Policy Evaluation (Objectives and Effects of Policy Evaluation, Methods of Policy Evaluation)</li> <li>3) Policy Evaluation (Methods of Policy Evaluation, Case Studies)</li> <li>4) Logic Model (Introduction to Logic Models, Developing a Basic Logic Model) (student presentation)</li> <li>5) Logic Model (Developing a Theory-of-Change Logic Model, Using Logic Model to Plan for Evaluation) (student presentation)</li> <li>6) Social Efficiency</li> <li>7) Consumer Surplus/Supplier Surplus</li> <li>8) Cost-Benefit Analysis (Outline of Cost Benefit Analysis, Scope of Benefits and Costs, Estimation Method of Benefits, Present Value and Discount Rate)</li> <li>9) Cost-Benefit Analysis (Priority of Investment, Limitation and Issues of Cost Benefit Analysis)</li> <li>10) Benefit Indices Matrix</li> <li>11) Benefit Indices Matrix (case study)</li> <li>12) Impact Assessment (Problem Identification, Objective Definition, Development of Policy Options)</li> <li>13) Impact Assessment (Analysis of Impacts of Options, Comparison of Options)</li> <li>14) Case Study (student presentation)</li> </ol>	
Prerequisites and registration requirements	
English is the common language in this class.	
Preparation for the course	
Students should read reference in advance and review handouts.	
Textbooks	
None	
Suggested readings	
<p>European Union, "Impact Assessment Guidelines," 2009</p> <p>W. K. Kellogg Foundation, " Logic Model Development Guide," 2004</p> <p>Stiglitz, J. E. " Economics of the Public Policy," New York and London, W.W.Norton &amp; Company, 1986</p>	
Grading policy	
Class Participation (30%), and Term Paper + its Presentation (70%)	
Other	
None	

Name of Subject		Name of Professor
Public Policy and Governance: Comparative Case Studies		Masahiro Mogaki
Course description and Attainment target		
<p>This course pursues to contemplate selected key public policy issues, with an approach of the comparative case study, by exploring the key public policy issues through critiquing key literature; it also pays attention to how the Japanese state, which was known for its developmentally oriented approaches, has responded to the challenges of governance with the change of power relations and policy-making processes, comparing with other examples. The course offers to both domestic and international students good insights on how a government, both developing and developed, responds to the emerging challenge of governance in the twenty-first century. Indeed, public policy and governance are key for both scholars and practitioners to understand increasingly complicated challenges in society and how policy-makers can set up remedies to effectively address them. The course offers ideas on the key issues of policy and governance we are facing now, together with relevant theoretical issues and practical information. The course consists of seminars, in which students present their understanding and analysis, referring to the literature. It aims at not only those interested in public policy issues and governance but also those who would like to develop their ability to engage classes in English; those who have difficulty to participate in /understand the course are strongly advised to contact the lecturer.</p>		
Course content		
Week	Theme	Contents
1st	Introduction	Week 1 offers the overview of this course, referring to key contemporary policy issues.
2nd	Transformation of the Japanese developmental state: government and business.	“Week 2 analyses the transformation of the developmental state through the Japanese case in the 1990s. (References) •Schaede (2008): 21–46, 87–252. •Vogel (2006): 1–21, 51–204.”
3rd	Transformation of the Japanese developmental state: the nature and implication.	“Week 3 extends the discussion of the previous week and considers the nature and implication of the transformation of the developmental state. The presentation can compare the crisis in the 1990s and the current political situation with looming aging society and unclear economic prospects. (References) • Schaede (2008): 253–260. • Vogel (2006): 205–224.”
4th	The electoral reform: before the reform.	This session considers the significance of the electoral system in a country’s political system by highlighting the SNTV (Single No-Transferrable Voting) system before 1994 and its impact. (References) Rosenbluth/Thies (2010): 53–71.
5th	The electoral reform: after the reform.	This session looks into the MMM (Mix Members Majoritarian) voting system and the political development after 1994; in so doing it addresses the nature of the electoral system in shaping political traditions.

6th	The regulatory state in Japan.	This session investigates the Japanese regulatory state in two sectors: telecommunications and financial services. (References) Vogel (1996): 137–195.
7th	The regulatory state in the UK.	Week 7 turns to the British example of the same sectors and the same period. (References) Vogel (1996): 65–134.
8th	The nature of regulatory states.	Referring to the previous two weeks, this session considers the nature of regulatory reforms. The presentation pays attention to the comparison between the Japanese cases and the British ones. (References) Vogel (1996): 256–269.
9th	The welfare state in Japan.	Week 9 turns to the welfare state in Japan and analyses its characteristics. (References) Steinmo (2010): 88–148.
10th	The welfare state in Sweden.	Week 10 addresses the Swedish example as another key case of the welfare state. (References) Steinmo (2010): 30–87.
11th	The welfare state in the US.	Week 11 looks into the approach of the US on welfare. (References) Steinmo (2010): 149–205.
12th	Aging society: Japan's and beyond.	This session considers the nature of the welfare state in the twenty-first century by assessing the examples of Japan, Sweden, and the US. In so doing the presentation will reveal the nature of the contemporary welfare states including Japan. (References) Steinmo (2010): 206–233.
13th	The migration and Japan: characteristics and history.	Week 13 addresses the characteristics and development of Japan's migration policy. (References) Chung, E. A. (2010): 1–143.
14th	The migration and Japan: the nature and future prospect.	This session reveals the nature of Japan's migration system, paying attention to the other examples and the broader migration policy development mobilised by the change of governance, both domestic and international. (References) Chung, E. A. (2010): 144–184.

#### Prerequisites and registration requirements

The course requires its students to engage in activities. It is upto the number of registered students, but it basically expects the students to join group presentations at the beginning of the course.

In group presentations, a group of students will be assigned to make their respective presentations regarding the given topic. They will have discussants, who will summarise the presentation and ask a couple of key questions, followed by others. The presenters are expected to exhibit the following: (1) the nature of the chosen topic; (2) the presenters' analysis of the topic based on robust reasoning; and (3) their own argument drawing on the analysis. It is up to the number of the registered students, but at the moment, each student is expected to make two presentations in the course.

#### Preparation for the course

Students are expected to read the suggested literature and requested to make presentations or engage in debate. The additional literature will be suggested in class sessions.

### Textbooks

- Chung, E. A. (2010) *Immigration and Citizenship in Japan*. Cambridge: Cambridge UP.\*
- Rosenbluth, F. M. and Thies, M. F. (2010) *Japan transformed: political change and economic restructuring*. Princeton, NJ/Woodstock: Princeton UP.\*
- Schaefer, U. (2008) *Choose and Focus: Japanese Business Strategies for the 21st Century*. Ithaca, NY/London: Cornell UP.
- Steinmo, S. (2010) *The Evolution of Modern States*. New York: Cambridge UP.\*
- Vogel, S. K. (1996) *Freer Markets, More Rules: Regulatory Reform in Advanced Industrial Countries*. Ithaca, NY: Cornell UP.\*
- Vogel, S. K. (2006) *Japan Remodeled: How Government and Industry are Reforming Japanese Capitalism*. Ithaca, NY: Cornell UP.\*
- Vogel, S. K. (2018) *Marketcraft: How Governments Make Markets Work*. New York: Oxford UP.  
(\* this literature has a Japanese translation.)

### Suggested readings

- Gallagher, M. and Mitchell, P. (eds) (2005) *The Politics of Electoral Systems*. Oxford: Oxford UP.
- McCargo, D. (2013) *Contemporary Japan (Contemporary States and Societies)*. Basingstoke: Palgrave Macmillan.
- Mogaki, M. (2017) 'Governance, Japan', in Farazmand, A. (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Berlin: Springer.
- Stockwin, J. A. A. (2008) *Governing Japan: Divided Politics in a Resurgent Economy [4th Edition]*. Hoboken, NJ: Wiley-Blackwell.
- Mogaki, M. (2019) *Understanding governance in contemporary Japan: Transformation and the regulatory state*. Manchester: Manchester University Press.

### Grading policy

2,000 word essay: 40% Active contribution to the course: 30% Activities in the lecture including presentations: 30%

The detail of the essay will be explained in the course.

### Other

Message:

Public policy illuminates the major social challenges in not only Japan but also other countries, both developed and developing. Contemplating this issue offers you clues to understand and address a variety of challenges in society including their future study, jobs, and lives.



Name of Subject	Name of Professor
Human Resource Management	Makoto Nagahata
Course description and Attainment target	
<p>In recent decades, it seems increasingly necessary for all the managers in an organization to be "collaborative" or "facilitative" when she / he wants to create 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.</p>	
Course content	
<p>DAY I</p> <p><u>What is "human resource management"?</u> At first, let us discuss and define the very basic concept of "resource", "human resource", and "management".</p> <p><u>Change of organization and leadership</u> As society changes, requirement for organization and leadership also changes.</p> <p><u>Facilitative leadership</u> Why it is necessary to be "facilitative" in an organization or in a group work?</p> <p><u>Introduction of facilitation</u> What is facilitation? Why it is required in human resource management?</p> <p>DAY II</p> <p><u>Basic theory of facilitation</u> How can a person take initiative to do something? Based on insights of human behavior and interaction, basic theory of facilitation will be introduced.</p> <p><u>Basic skill of facilitation (1)</u> Partnership building is a key for starting facilitation.</p> <p><u>Practice of partnership building</u> Exercise of partnership building</p> <p><u>Basic skill of facilitation (2)</u> Facilitative listening is another key element of facilitation.</p> <p>DAY III</p> <p><u>Practice of facilitative listening</u> Exercise of facilitative listening</p> <p><u>Dialogue</u> Finally, it is a core skill of facilitation to create a good dialogue.</p> <p><u>Facilitation in a meeting or a workshop (1) (2)</u> Principle and skill for facilitating a meeting or a workshop will be introduced.</p> <p>DAY IV</p> <p><u>Practice of workshop facilitation (1) (2)</u> Participating students will be requested to facilitate a workshop in the class.</p>	

<p><u>Overall Synthesis</u></p> <p>The participating students will review the course and extract learning from what they found by themselves.</p>
<p>Prerequisites and registration requirements</p>
<p>As the course is held with “workshop” type method in intensive schedule, the students are required to take part in the discussions actively. At the last of the course, they are asked to prepare for presentation on what they learned and how they can utilize it.</p>
<p>Preparation for the course</p>
<p>The students are expected to reflect what he/she learned in the class based on own experience in order that the learning will become more practical one.</p>
<p>Textbooks</p>
<p>Reading materials will be distributed.</p>
<p>Suggested readings</p>
<p>The relevant documents will be suggested accordingly.</p>
<p>Grading policy</p>
<p>Contribution to the class (30%)  Participation in discussion (40%)  Practice and Presentation (30%)</p>
<p>Other</p>

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

### Prerequisites and registration requirements

Attendance: Class attendance is strongly encouraged. Any unexcused absence (s) will be reflected in the reduction of overall grade. Presentations: Each student will be expected to research and present orally. Specific assignments will be made in class.

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

### Preparation for the course

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

### Textbooks

Northouse, R. (2018) Leadership: Theory and Practice (8th Edition), California: SAGE Publication.

### Suggested readings

Rainey, H. (2014) Understanding and Managing Public Organizations (Essential Texts for Nonprofit and Public Leadership and Management: 5th Edition) Jossey-Bass.

Van Wart, M. (2012) Leadership in Public Organizations: An Introduction (2nd Edition) Routledge.

Van Wart, M. (2014) Dynamics of Leadership in Public Service: Theory and Practice (2nd Edition) Routledge.

### Grading policy

Presentation at the class (30%)

Participation in class discussion (20%)

Term paper (50% )

### Other

Name of Subject	Name of Professor
<b>Japanese Local Government (Management)</b>	Shunsuke Kimura
<b>Course description and Attainment target</b>	
<p>This course is intended to introduce and analyze various aspects of the system and the practice of Japanese central and local administrative systems.</p> <p>In the standpoint of public administration, a comparative analysis of the central government structure and the local government structure is very effective. On this course we firstly focus on the central government structure; the cabinet system, a political party system and such. Secondly we focus on the human resource development for the local officers. Thirdly we focus on the local administrative system. Especially we pick up the relationship between the central government and the local governments.</p> <p>Fourth we focus on the administrative planning in several public fields; local government administrative plan, regional development and smartcity.</p> <p>When you consider your home country's appropriate governmental structure, a study of the dynamism of local administration and the inter-governmental relationship is a key point. The basis of a home civil service is the local public administration.</p> <p>This course will be taught generally by lectures, but discussion among participants will be combined.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>(1) Overview of Japanese governmental system; Central government and Local governments (Cabinet system, Political Party system, Governmental structure, and such.)</li> <li>(2) Inter-governmental relationship between Central government and Local Governments</li> <li>(3) Human resource system ; Central Government and Local Government. (Characteristics of system and pressing problems (development human resources, corruption prevention, etc)</li> <li>(4) Local Government (1) ; Chief executive ; Functions, origin of power, and pressing issues concerning chief executive</li> <li>(5) Local Government (2) ; Local assembly ; Assembly's checking functions and the recent reform</li> <li>(6) Local Government (3) ; Relationship between assembly and chief executive (Check and Balance System)</li> <li>(7) Local direct participation system and local referendums</li> <li>(8) Municipal merger movements ; Driving powers of municipal mergers and effects</li> <li>(9) Local Administrative Reform</li> <li>(10) Use of Private Sector for Public Services</li> <li>(11) Functional decentralization ; The outline of the transition of administrative powers from central government to local governments</li> <li>(12) Local government planning</li> <li>(13) Regional development and planning</li> <li>(14) Smart City and planning</li> </ol> <p>Additionally the study outdoor is planned (*e.g. Musashino City)</p> <p>※ Additionally, a field trip to a local government is planned.</p>	
<b>Prerequisites and registration requirements</b>	
<p>Read the materials before the class and participate the discussion.</p>	

Preparation for the course
I would recommend that you pick up the objects which you are interested in and study the related reference books.
Textbooks
The materials are distributed in advance.
Suggested readings
<ul style="list-style-type: none"> <li>• Shunsuke Kimura, <i>Regional Administration in Japan</i>, Routledge, 2017.</li> <li>• Michio Muramatsu, et al eds. <i>Local Government Development in Post-War Japan</i>, Oxford University Press, 2001</li> <li>• Kurt Steiner, <i>Local Government in Japan</i>, Stanford University Press, 1965</li> <li>• GOALS AND REFORMS OF CURRENT JAPANESE LOCAL TAX SYSTEM</li> <li>• A MULTILAYERED CHECK-AND-BALANCE SYSTEM: TRENDS OF A DUAL REPRESENTATIVE SYSTEM IN JAPANESE LOCAL ADMINISTRATION</li> <li>• Community Development and Local Public Transportation Systems</li> <li>• Local Administration in Japan</li> </ul>
Grading policy
Participation in discussions (40%), Term Paper (60%)
Other
These days, a lot of countries have the common agendas. In consideration of those issues, let's have the comparative study of the current governmental activities and the dynamism of the home civil service.

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

Textbooks
The materials are uploaded on the class-web of Oh-o! Meiji. The participants shall download them.
Suggested readings
<ul style="list-style-type: none"> <li>• Shunsuke Kimura, “Regional Administration in Japan”, Routledge, 2017.</li> <li>• Shunsuke KIMURA, ‘Japanese Local Tax System and Decentralization’, “Decentralization and Development of Sri Lanka Within a Unitary State”</li> <li>• Michio Muramatsu, et al eds. “Local Government Development in Post-War Japan”, Oxford University Press, 2001</li> <li>• Kurt Steiner, “Local Government in Japan”, Stanford University Press, 1965</li> <li>• Nobuki Mochida, “Local Government Organization and Finance: Japan”, in Anwar Shah, ed. Local Governance in Industrial Countries, World Bank, 2006</li> <li>• Nobuki Mochida, “Fiscal Decentralization and Local Public Finance in Japan”, Routledge Frontiers of Political Economy, 2008</li> <li>• GOALS AND REFORMS OF CURRENT JAPANESE LOCAL TAX SYSTEM</li> <li>• A MULTILAYERED CHECK-AND-BALANCE SYSTEM: TRENDS OF A DUAL REPRESENTATIVE SYSTEM IN JAPANESE LOCAL ADMINISTRATION</li> <li>• Community Development and Local Public Transportation Systems</li> <li>• Local Administration in Japan</li> </ul>
Grading policy
<p>Class contribution (10%), participation in discussions (30%)  Term Paper (60%)</p>
Other
<p>These days, a lot of countries have the common agendas. In consideration of those issues, let's have the comparative study of the current local finance systems and the dynamism of the home civil service.</p>



Name of Subject	Name of Professor																
Introducing Spatial Planning in Tokyo	Kiyoshi Kobayashi																
Course description and Attainment target																	
<p>This course aims to provide students with concrete ideas of Spatial Planning in Tokyo. Spatial Planning refers to the methods used largely by the public sector to influence the future distribution of activities in space. It is undertaken with the aims of creating a more rational territorial organization of land uses and the linkages between them, to balance demands for development with the need to protect the environment, and to achieve social and economic objectives. Spatial Planning embraces measures to co-ordinate the spatial impacts of other sector policies, to achieve a more even distribution of economic development between regions than would otherwise be created by market forces, and to regulate the conversion of land property uses. The class will visit some of the leading project (district or building) in Tokyo to learn from their management staff on the effectiveness of Spatial Planning.</p>																	
Course content																	
<p>The Example of the Lecture and Field Research.</p> <table border="0" data-bbox="225 869 1372 1193"> <tbody> <tr> <td>A. Maru-no-uchi, Ote-machi</td> <td>I. Waterfront area</td> </tr> <tr> <td>B. Nihonbashi</td> <td>J. Tokyo Metropolitan Government Office</td> </tr> <tr> <td>C. Yuraku-cho</td> <td>K. Shibuya</td> </tr> <tr> <td>D. Roppongi, Akasaka</td> <td>L. Ikebukuro</td> </tr> <tr> <td>E. Toranomom, Shiodome</td> <td>M. Olympic Site</td> </tr> <tr> <td>F. Ueno,Ryogoku (Metropolitan Cultural Institutions)</td> <td>N. Olympic Athlete Village</td> </tr> <tr> <td>G. Shinjuku</td> <td>O. Tokyo sky tree</td> </tr> <tr> <td>H. Shinagawa</td> <td></td> </tr> </tbody> </table>		A. Maru-no-uchi, Ote-machi	I. Waterfront area	B. Nihonbashi	J. Tokyo Metropolitan Government Office	C. Yuraku-cho	K. Shibuya	D. Roppongi, Akasaka	L. Ikebukuro	E. Toranomom, Shiodome	M. Olympic Site	F. Ueno,Ryogoku (Metropolitan Cultural Institutions)	N. Olympic Athlete Village	G. Shinjuku	O. Tokyo sky tree	H. Shinagawa	
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H. Shinagawa																	
Prerequisites and registration requirements																	
<p>I have a plan to take students on educational visits to all sorts of places in Tokyo. The visits schedule will be adjusted to suit the convenience of the host.</p> <p>May2019 - Tuesday 14th and 28th - Field Work</p> <p>- A lecture on Olympic and Cities</p> <p>June 22 SAT, 14:00-17:00</p> <p>June 23 SUN, 14:00-17:00</p> <p>June 24 MON, 19:00-22:00</p> <p>Students are highly recommended to take up "Spatial Planning" together with this field research course.</p>																	
Preparation for the course																	
I will indicate by that time																	
Textbooks																	
None																	
Suggested readings																	
None																	

Grading policy
Participation and discussions in the class and Field Studies (60%) Term paper (40%)
Other

Name of Subject	Name of Professor
<b>Crisis Management and Civil Society</b>	Yoshiki Kobayashi
<b>Course description and Attainment target</b>	
<p>This course deals with the topics related to <b><u>national intelligence systems</u></b>, which are critical for national security and crisis management.</p>	
<p><b>ATTAINMENT TARGET</b></p>	
<p>The objective of this course is to study the basic academic theories of <b><u>intelligence and national security</u></b>.</p>	
<p><b>COURSE DESCRIPTION</b></p>	
<p>"Intelligence" in this course could be defined as follows; (i) Products of knowledge processed and analyzed from information, which are provided to policy-makers in order to help their decision-making on national security matters, (ii) Governmental procedure and mechanism to produce such products.</p>	
<p><b>METHODOLOGIES</b></p>	
<p>The course consist of lectures by the instructor as well as class discussions with students. While the instructor delivers a brief lecture in a each class on the designated topics based on the below-mentioned text book, students are expected to participate in class discussions.</p>	
<b>Course content</b>	
<p>(1) Introduction  (2) Intelligence: Definition &amp; Functions ( Lowenthal Chapter 1 &amp; 4)  (3) Intelligence: Definition &amp; Functions ( Lowenthal Chapter 1 &amp; 4)  (4) Intelligence Process ( Lowenthal Chapter 1 &amp; 4)  (5) Intelligence Community ( Lowenthal Chapter 2, 3 &amp; 14)  (6) Collection (Lowenthal Chapter 5)  (7) Analysis (Lowenthal Chapter 6)  (8) <b>CASE STUDIES</b>  (9) Other Functions – Covert Action and Counter Intelligence (Lowenthal Chapter 7, 8 &amp; 13)  (10) Democratic Oversight of Intelligence Community (Lowenthal Chapter 10)  (11) <b>STUDENTS' PRESENTATIONS FOR RESEARCH PROPOSALS</b>  (12) New Issues of Intelligence (Lowenthal Chapter 11 &amp; 12)  (13) Summary of the Course  (14) <b>STUDENTS' FINAL PRESENTATIONS</b></p>	
<b>Prerequisites and registration requirements</b>	
<p>No prerequisite knowledge or experiences are required. Since intelligence is a critical part of governmental national security functions, those students who are interested in national security and public safety are welcomed to participate in. However, students without strong background or knowledge of these areas are also welcomed.</p>	

Preparation for the course
<p><b>READING ASSIGNMENTS</b></p> <p>All students are expected to complete reading assignments (in particular, assigned chapters of Lowenthal's textbook) prior to an each class, getting prepared for class discussions on assigned topics.</p> <p><b>NEWS DISCUSSIONS</b></p> <p>In an each class, the first 15-20 minutes will be allocated to casual discussions on the current news topics related to crisis management issues. All students are encouraged to pay attention to relevant news topics in daily life, and to get prepared for class discussions.</p>
Textbooks
<p>"Intelligence - From Secret to Policy (7th Edition)" (2016), Lowenthal, M., (CQ Press)</p>
Suggested readings
<p>"The Politics of Crisis Management (2nd Edition)" (2017), Boin, A., et.al, (Cambridge University Press)</p>
Grading policy
<p>Class Participation: 30%</p> <p>Individual Class Presentation (2 times): 30%</p> <p>Individual Term Paper: 40%</p>
Other
<p>The GSGS offers a variety of different courses related to crisis management, each of which has different focus and viewpoints. Those students who are interested in having comprehensive understanding of crisis management issues are encouraged to take several courses in the crisis management area.</p>

Name of Subject	Name of Professor
Crisis Management and Public Administration	Keisuke Tsukada
Course description and Attainment target	
<p>This intensive three day course will inform students on crisis management in the government sector, and will prepare them for leadership positions in times of disaster. More specifically, it will examine the structure of the existing crisis management system, and explore how the system actually worked in response to the tragic March 11th earthquake and tsunami. The course will involve both lectures and fieldtrips to facilities that are involved in disaster management. The lecturer will utilize first-hand knowledge from his experiences as the Director General of the Civil Protection and Disaster Management in order to expose students to real-life lessons from past emergencies, while familiarizing students with the essence of Japan's disaster management system- "the national mobilization of local forces."</p> <p>The lecture also covers Cuban Missile Crisis as a classic example of crisis management.</p>	
Course content	
<p>Day 1 : An introductory lecture  Day 2 : Followed by *a trip to the FDMA (Fire and Disaster Management Agency) The lecturer will introduce the command room, where he directed disaster management efforts in the wake of the Great East Japan Earthquake.  Day 3 : A Lecture followed by *a trip to the Tokyo Metropolitan Fire Department.  (*The plan for field trips this year is to be announced later.)</p>	
Prerequisites and registration requirements	
Preparation for the course	
To be advised specifically in class.	
Textbooks	
None.	
Suggested readings	
None.	
Grading policy	
Participation 100%	
Other	

Name of Subject	Name of Professor
<b>Crisis and Contingency Management</b>	Yoshiki Kobayashi
<b>Course description and Attainment target</b>	
<p>This course is an introduction to terrorism and counterterrorism policies, which are important areas of crisis management studies.</p> <p><b>COURSE DESCRIPTION</b></p> <p>This course will explore various academic theories and frameworks regarding terrorism-related issues such as definition, causes, tactics, organizations, and countermeasure, mainly from the U.S. and Western perspectives.</p> <p><b>ATTAINMENT TARGET</b></p> <p>By the end of this course, students will be able to (i) understand major questions about terrorism studies for scholars and practitioners, (ii) understand backgrounds behind daily media reports on terror incidents, and (iii) make policy recommendations on counterterrorism.</p> <p><b>METHODOLOGIES</b></p> <p>The course consists of lectures by the instructor as well as class discussions with students. While the instructor delivers a brief lecture in a each class on the designated topics based on the below-mentioned text book, students are expected to participate in class discussions.</p>	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>(1) Introduction (i) Syllabus</li> <li>(2) Introduction (ii) Terrorism threat assessment on 2020 Tokyo Olympic Games and issues</li> <li>(3) Primer on terrorism: definition, nature, and etc (Sandler 1 &amp; 6, Bakker 1)</li> <li>(4) History of terrorism (Bakker 2)</li> <li>(5) Causes of terrorism (Sandler 2, Bakker 4)</li> <li>(6) Terrorist Environment (i) Terrorist Groups (Sandler 3)</li> <li>(7) Terrorist Environment (ii) Asymmetries and terrorism (Sandler 5)</li> <li>(8) Counterterrorism (Sandler 4, Bakker 5)</li> <li>(9) <b>STUDENTS' PRESENTATIONS ON RESEARCH PROPOSALS</b></li> <li>(10) Al-Qaida and ISIS</li> <li>(11) Domestic Terrorism in the United States / Right-wing Terrorism</li> <li>(12) The Future of terrorism and terrorism studies (Sandler 7, Bakker 6)</li> <li>(13) Summary and Conclusions</li> <li>(14) <b>STUDENTS' FINAL PRESENTATIONS</b></li> </ol>	
<b>Prerequisites and registration requirements</b>	
No prerequisite knowledge or experiences are required.	
<b>Preparation for the course</b>	
<p><b>READING ASSIGNMENTS</b></p> <p>All students are expected to complete reading assignments (in particular, assigned chapters of the below-mentioned textbooks) prior to an each class, getting prepared for class discussions on assigned topics.</p> <p><b>NEWS DISCUSSIONS</b></p> <p>In an each class, the first 15-20 minutes will be allocated to casual discussions on the current news topics related to crisis management issues. All students are encouraged to pay attention to relevant news topics in daily life, and to get prepared for class discussions.</p>	

Textbooks
<p>Sandler, Todd (2018) Terrorism - What Everyone Needs to know (Oxford University Press)</p> <p>Bakker, Edwin (2015) Terrorism and Counterterrorism Studies - Comparing Theory and Practice (Leiden University Press)</p>
Suggested readings
<p>Martin, Gus (2018) Essentials of Terrorism: Concepts and Controversies Fifth Edition (SAGE Publications)</p>
Grading policy
<p>Class Participation: 30%</p> <p>Individual Class Presentation (2 times): 30%</p> <p>Individual Term Paper: 40%</p>
Other
<p>The GSGS offers a variety of different courses related to crisis management, each of which has different focus and viewpoints. Those students who are interested in having comprehensive understanding of crisis management issues are encouraged to take several courses in the crisis management area.</p>

Name of Subject	Name of Professor
<b>Japanese Economic Policy</b>	Etsuko Katsu
<b>Course description and Attainment target</b>	
<p>This course covers various topics in Japanese Economy, from a perspective of history, theory, and system. Students will understand the Japan's system well to engage in an active debate on the various issues on Japanese Economy and complete papers.</p>	
<b>Course content</b>	
<p>This course covers topics in Japanese Economy with an emphasis on the causes and consequences of structural changes in Japanese system. And explores the historical roots of current economic issues, such as Japanese banking crisis, monetary policy, yen appreciation and fiscal policy.</p> <p>This course examines abenomics especially from a perspective of monetary policy, financial system and corporate governance. It focuses on liberalization of international capital restrictions, the shareholders tend to be internationalized and this made harmonize internationally corporate governance, which differs from country to country because of their historical background and business practices. These phenomena make a drastic change in Japanese system, especially in so-called main bank system. The lectures will be based on material in a book manuscript. Reading list, by class, are displayed at the beginning of the course.</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Overview of the Japanese Economy and Abenomics</li> <li>3. Bubble burst and financial crisis in 1990's (1)</li> <li>4. Bubble burst and financial crisis in 1990's (2)</li> <li>5. Prudential regulations in Japan (1)</li> <li>6. Harmonization of prudential regulation and Lehman shock</li> <li>7. Deflation and monetary policy up to 2000's</li> <li>8. Monetary policy in Abenomics and Kurodanomics</li> <li>9. Fiscal policy and Abenomics</li> <li>10. Japan Revitalization Strategy</li> <li>11. Change in Labor markets</li> <li>12. Labor markets and change in corporate governance</li> <li>13. Internationalization and Abenomics</li> <li>14. Japanese Economy in the future</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>This course seeks to make analysis of macro economic policy including monetary policy and fiscal policy. The participants need to have knowledge of basic macro economics and finance theory.</p>	
<b>Preparation for the course</b>	
<p>Students should read the papers on the topic of Japanese Economy in advance, and prepare for the discussion.</p>	
<b>Textbooks</b>	
<p>Botman, Dennis P.J., Stephan Danninger, and Gerald Alan Schiff (2015) <i>Can Abenomics Succeed?: Overcoming the Legacy of Japan's Lost Decades</i>, IMF</p>	



Suggested readings
<p>Wakatabe, Masazumi (2016), <i>Japan's Great stagnation and abenomics</i> Ito, Takatoshi (1992), <i>The Japanese Economy</i>, MIT Press. Masahiko Aoki and Hugh Patrick (1994), <i>The Japanese main bank system: its relevance for developing and transforming economies</i>, Oxford University Press.</p>
Grading policy
<p>Evaluation is by class participation and by the students' presentation.</p>
Other

Name of Subject	Name of Professor
Community Engagement and Facilitation	Makoto Nagahata
Course description and Attainment target	
<p>No one can deny that participatory development is one of key elements for good local governance. How the local people can actively take part in the process of local development is a major concern for all the practitioners and policy makers. In addition, collaboration or "co-production" among public institutions and private organizations (including non-profit sector and community-based organizations) is also considered to be one of important issues for public service delivery in all over the world. In order to achieve active participation of community people in the development process, and to promote active collaboration among various stakeholders, "facilitation" is an important theory and skills that all the concerned persons should know and utilize. In the course, theory and skill of facilitation will be given primary focus in order to accelerate active community engagement in development process. In addition, macro process of community based development through collaboration among various stakeholders will also be studied. There will be an opportunity of field visit to a local community in Japan where the students will be able to learn from Japanese experiences of community-based development. Throughout the course, the participating students will be expected to acquire basic knowledge on facilitation theory and collaborative management of community engagement.</p>	
Course content	
<p>DAY I</p> <p><u>What is "local community"?</u> At first, let us discuss and define the very basic concept of local community and its meaning for human life.</p> <p><u>Change of local community</u> Historical changes of the roles of community, and the stakeholders in community development will be discussed.</p> <p><u>Roles of outsiders in community development</u> There are some groups of people who come from outside to be involved in community development. Who are they? What are their roles? What are difficulties for them to promote participatory development?</p> <p>DAY II</p> <p><u>Introduction of FACT Method (Facilitative Action with Community in Transition)</u> What is facilitation? Why it is required in community development? What is "participatory development"?</p> <p><u>Basic theory of facilitation</u> How can a person take initiative to do something? Based on insights of human behavior and interaction, basic theory of facilitation will be introduced.</p> <p><u>Basic Theory of community facilitation (1)</u> Partnership building is a key for starting community facilitation.</p> <p><u>Basic Theory of community facilitation (2)</u> Facilitative listening in conversation (FALCON) is another key elements of community facilitation.</p> <p>DAY III (Field visit)</p> <p><u>Observing a local community</u> We will visit an urban local community in Yokohama city and observe the situation.</p> <p><u>Lecture by CBO leaders</u> Leaders of a community-based organization in the are will give lectures on their activities.</p> <p><u>Practice of facilitation skills</u> Skills of facilitation (<i>partnership building and facilitative listening</i>) will be practiced in the community.</p>	

Feedback

Findings from the field work will be presented and shared with the community leaders.

DAY IV

Case study of community facilitation (1)

A good practice case study of community facilitation in community development will be introduced.

Collaborative Management (1) (2)

Management skills of collaboration among various stakeholders will be introduced. It is one of key skills for development practitioners and policy makers.

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 materials will be distributed.

Suggested readings

The relevant documents will be suggested accordingly.

Grading policy

- Contribution to the class (30%)
- Participation in discussion (40%)
- Presentation (30%)

Other

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

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

Name of Subject		Name of Professor
Community Welfare Service		Taku Okabe
Course description and Attainment target		
<p>The course is offered as a four-day intensive course including field trips to institutions, facilities, and organizations implementing various community social welfare services in Japan. The aim of the course is to provide opportunities to observe the real field of social welfare in Japanese local communities and to listen to the persons involved in the activities, thus the students are expected to learn current issues and future perspectives of community-based welfare services.</p> <p>The place of field visits will be introduced at the first day of the course.</p> <p>In order to take the best advantage of the Graduate School of Governance Studies, in which majority of Japanese/International students have rich, practical experiences in the fields of public services, translators (English and Japanese) will attend at all the class meetings to support students to enjoy active discussion beyond the difference of language.</p>		
Course content		
Day	Theme	Contents
1st	Introductory lectures and workshops	To introduce institutions, facilities, and organizations to be targets of the field trips, and also give brief explanation of each sites including basis laws and regulations.
2nd	Field Trip (1)	To visit institutions, facilities, and organizations involved in community social welfare, observe their activities, and listen to the resource persons there.
3rd	Field Trip (2)	To visit institutions, facilities, and organizations involved in community social welfare, observe their activities, and listen to the resource persons there.
4th	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		
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.		
Grading policy		
Participation in the discussion (40%) Report for each session (60%)		
Other		
Details of each day of the course will be introduced at the beginning of Fall Semester		

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

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



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

Preparation for the course
Students are required to complete reading assignments prior to classes.
Textbooks
Materials will be given at the class.
Suggested readings
To be instructed at the class.
Grading policy
Participation in discussion (50%) Term paper (50%)
Other
None.

Name of Subject		Name of Professor
Environmental Assessment		Masami Tsuji
Course description and Attainment target		
<p>In order to promote economic development and ensure capacity to manage increasing population, infrastructure development such as roads, power plants, water supply and sanitation facilities is indispensable. For preparation, implementation, and operation of such development projects in a sustainable manner with respect to environmental and social aspects, it is required to establish and enforce a proper environmental assessment (EA) system. In this regard, many countries established laws for EA, and international financing institutions (IFIs) established policies for environmental and social safeguards including EA.</p> <p>While most of the infrastructure projects are implemented and operated without causing major adverse environmental impacts, there are cases that caused environmental problems. Some of those are originated from lack of proper EA requirements. Some others are from insufficient enforcement of the system. For students, it is expected to learn how such problems are prevented, and how sustainable development is ensured through appropriate EA system and its enforcement.</p> <p>This course will discuss: (i) brief history of EA system in international community and countries, (ii) major environmental and social aspects that should be covered by EA, (iii) important procedures to carry out EA, (iv) characteristics of EA laws in various countries and of safeguard policies in IFIs, (v) case studies on application of EA, and (vi) future actions to improve EA system and its enforcement.</p> <p>The course is designed for those students who have basic knowledge on policy making. By taking this course, students are expected to: (i) Obtain basic knowledge required for EA preparation and review in both procedure and substance, (ii) Understand how to review EA documents, and eventually (iii) Promote sustainable development through implementation and operation of various kinds of infrastructure projects with the process of EA.</p>		
Course content		
Week	Theme	Contents
1st	Introduction and overview	History, basic concepts, and policy principles of EA
2nd	Major environmental and social aspects (I)	Physical and chemical elements
3rd	Major environmental and social aspects (II)	Natural environment
4th	Major environmental and social aspects (III)	Social aspects
5th	Procedures (I)	Screening, scoping, survey, prediction, alternatives analysis, evaluation, management and monitoring plan
6th	Procedures (II)	Public consultations, information disclosure, grievance redress mechanism
7th	Group discussion	To be decided based in consultation with students
8th	Laws, policies, guidelines	EA laws in countries, safeguard policies in IFIs
9th	Cases of EA application (I)	Energy sector
10th	Cases of EA application (II)	Transport sector

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

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

### Suggested readings

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

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

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

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

### Grading policy

Class Participation 40%

Final Report 30%

Final Presentation 30%

### Other

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

### Suggested readings

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

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

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

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

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

### Grading policy

Class Participation 40%

Final Report 30%

Final Presentation 30%

### Other



Name of Subject	Name of Professor
Japanese Foreign and Development Policy	Yuichi Sasaoka
Course description and Attainment target	
<p>This course aims at deepening the understanding of thematic perspectives on Japanese foreign policy. For several years, the lecturer used the textbook by Soderberg and Nelson (2010) focusing on Yoshida Doctrine versus Koizumi Doctrine and development issues linked with the changing roles of Self Defense Forces. The lecturer has tried to make a shift on this style and more emphasis is placed on the Japanese Foreign Policy in general and its key bilateral relations with several countries. From that perspective, I decided to select Brown and Kingston (2018)'s book. This book contains good and not so good contents, but 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, future roles and potential partnerships with Japan are to be examined.</p>	
Course content	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Foundations</li> <li>3. Regional themes (1): self-defense; US-Japan alliance</li> <li>4. Regional (2): disarmament; China's maritime strategy</li> <li>5. Regional (3): inherency; naval diplomacy</li> <li>6. Regional (4): soft power; Japan's multilateralism</li> <li>7. Regional (5): reconciliation; rivalry with China</li> <li>8. Bilateral relations (1): China</li> <li>9. Bilateral (2): Taiwan; South Korea</li> <li>10. Bilateral (3): North Korea; Russia</li> <li>11. Bilateral (4): Indonesia and Thai</li> <li>12. Bilateral (5): Myanmar and Philippines</li> <li>13. Bilateral (6): Vietnam and India</li> <li>14. Summary/ Conclusive part</li> </ol>	
Prerequisites and registration requirements	
<p>Students are expected to read the textbook before the class and actively participate in the class discussions. The course contents and class style may be changed due to the number of students and the progress of the course.</p>	
Preparation for the course	
<p>As mentioned in the prerequisites.</p>	
Textbooks	
<p>James Brown and Jeff Kingston (2018) "Japan's Foreign Relations in Asia", Routledge.</p>	

### 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, Roulledge, 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.

### Grading policy

Regular class attendance, participation, and completion of required readings prior to the class are expected. Grades will be determined based on the following criteria: participation (40%); reporting on the articles (50%); and memos (10%). Reporting may be evaluated based on the understanding of basic analytical perspectives and analysis of specific cases.

### Other

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

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

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

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

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

Suggested readings
None
Grading policy
Preseation 30% Observation Paper 20% Discussion 50%
Other



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

9th	Root causes of conflict: how would it link with SDGs?	Poverty, education, gender equality and Peace/justice in relation with SDGs
10th	Vulnerable people in developing countries and conflict	Children, women: why and how there are vulnerable, risk and impact
11th	Conflict related sexual violence	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	
14th	Conclusion – Review of the Course	

#### Prerequisites and registration requirements

#### Preparation for the course

From Week 3, students are expected to pick up one article (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 and 2.

#### Textbooks

None.

#### Suggested readings

The link to suggested readings for the Course Theme of the following week to be provided at the end of each class.

#### Grading policy

Term paper: 25 %, Performance/contribution during discussion/ role play exercises: 50 %, Presentation: 25%

#### Other

Name of Subject		Name of Professor
Private Sector Development		Takuji Kameyama
Course description and Attainment target		
<p>In the era of globalization, international community has been reaching a broad consensus that Private Investment can be a major driving force for economic growth and poverty alleviation. Indeed Private Investment in particular Foreign Direct Investment (FDI) can bring capital, enhance international trade and transfer higher technology as well as generate employment. In this regard, these days most countries are competing each other to attract more FDI. Therefore, <u>the critical challenge is how to attract more valuable investment by improving Investment Climate, the policy and business environment that fosters entrepreneurship and private sector development.</u></p> <p><u>The objective of this course is to explore the practical approaches to improve Investment Climate to stimulate private sector activities by discussing theories and practices through various articles and case materials in both developed and developing countries.</u> However, the course will focus more on developing countries that badly need capital and technology.</p> <p>This course consists of three parts. The first introductory part will discuss the critical factors and policy measures to attract investment, particularly FDI. The second part will examine key 10 issues on investment climate such as infrastructure, business formalization, international trade, financial access and flexible labour market. Finally, students will make presentation to analyze one of the issues covered by the course for particular country (ies) and make recommendations with a view to improving Investment Climate and promote investment in the country (ies) concerned.</p>		
Course content		
Week	Theme	Contents
<The 1st Class>	Course Overview : Why private sector development?	In this first class, students will be introduced course overview.
<The 2nd Class>	FDI Theory	<ul style="list-style-type: none"> <li>• Why FDI matters?</li> <li>• Why firms invest abroad?</li> </ul>
<The 3rd Class>	Investment Promotion	<ul style="list-style-type: none"> <li>• How Investment Promotion Agencies do work?</li> </ul>
<The 4th Class>	Key Issue (1) : Starting Business	<ul style="list-style-type: none"> <li>• Business license cost</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
<The 5th Class>	Key Issue (2) : Labour	<ul style="list-style-type: none"> <li>• Important issues for labour</li> <li>• Case Study</li> </ul>
<The 6th Class>	Key Issue (3) : Trade and Logistics	<ul style="list-style-type: none"> <li>• Cross border transaction/logistic cost</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
<The 7th Class>	Key Issue (4) : Financial Access	<ul style="list-style-type: none"> <li>• Financial access cost</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
<The 8th Class>	Key Issue (5) : SEZ	<ul style="list-style-type: none"> <li>• Land acquisition and registration</li> <li>• Industrial Parks and Special Economic Zone (SEZ)</li> <li>• Case Study</li> </ul>
<The 9th Class>	Key Issue (6) : PPP	<ul style="list-style-type: none"> <li>• Key infrastructure development</li> <li>• Concept of Public Private Partnership (PPP)</li> <li>• Case Study</li> </ul>

<The 10th Class>	Key Issue (8) : Taxation	<ul style="list-style-type: none"> <li>• Paying tax</li> <li>• Regulatory issues</li> <li>• Case Study</li> </ul>
<The 11th Class>	Key Issue (9) : Sustainable Tourism	<ul style="list-style-type: none"> <li>• Why tourism?</li> <li>• How to promote Sustainable Tourism</li> <li>• Case Study</li> </ul>
<The 12th Class>	Key Issue (10) : Regulatory Reform	<ul style="list-style-type: none"> <li>• Why regulatory reform is needed?</li> <li>• Regulatory Impact Assessment (RIA)</li> <li>• Best practices for regulatory reform</li> </ul>
<The 13th Class>	Case Study : Examples of Private Sector Development Projects by Japan International Cooperation Agency (JICA)	In this class, some of JICA's technical cooperation project in Private Sector Development will be introduced and discussed.
<The 14th Class>	Presentation	On completing this course, students will make presentation of specific country (ies)'s case to promote private sector development by improving investment climate. Students can focus any of the issues in this course and discuss the strategy and methodology how to practically solve the problems.
<b>Prerequisites and registration requirements</b>		
<p>Class Participation and Class Preparation</p> <p>Reading cases and course materials in advance are absolute requirement. Students' active participation of class discussion is strongly encouraged.</p>		
<b>Preparation for the course</b>		
<p>Students are requested to read cases and make critical summaries in accordance with the instruction of the lecturer.</p>		
<b>Textbooks</b>		
<p>World Bank, <i>World Development Report 2005 : A Better Investment Climate for Everyone</i>, World Bank and Oxford University Press.</p> <p>OECD, <i>Policy Framework for Investment</i>, 2017 Edition</p> <p>Students will be distributed other materials in class.</p>		
<b>Suggested readings</b>		
<p>-Gudrun Kochendorfer-Lucius and Boris Pleskovic Ed., <i>Investment Climate, Growth, and Poverty</i>, Berlin Workshop Series 2005, World Bank</p> <p>World Bank, <i>Doing Business 2019</i></p> <p>Further reading will be announced.</p>		
<b>Grading policy</b>		
<p>Class Participation : 50%</p> <p>Presentation : 50%</p>		
<b>Other</b>		

Name of Subject		Name of Professor
<b>Business, Policy and Environment</b>		Kosuke Ninomiya
Course description and Attainment target		
<p>Sustainable development is a common interest of this class.</p> <p>To understand what sustainable development is and how it works, we will study on the followings in this class.</p> <ol style="list-style-type: none"> <li>1. Focus on some active ongoing topics regarding business and policy such as industrial ecology, energy and resource issues or global governance.</li> <li>2. Focusing on international cooperation, we will look into environmental and social consideration process of Japanese ODA.</li> <li>3. Study the significant features of Japanese local development and environmental degradation and impact assessment policy during its high-growth period.</li> <li>4. Have a field-trip regarding Japanese environmental policy.</li> </ol> <p>This is the 3 days intensive class plus additional weekly classes before the intensive classes. All the classes will be done by the end of the October. Detail about final presentation will be announced around the beginning of the semester.</p>		
Course content		
1st	INTRODUCTION	Overview the whole contents and make sure the schedule of the class.
2nd	BUSINESS AND ENVIRONMENT	Focus on business sector which is easy to bring about negative impact to the environment and study what is environmental management system. Cover Ch.17.
3rd	INDUSTRIAL ECOLOGY	As one of the most crucial environmental issues in business sector, we focus on environmental standards and waste management system covering Ch. 13, 14 & 18.
4th	RURAL AMENITY AND DEVELOPMENT IN JAPANESE LOCAL AREA	Understand historical circumstance of Japanese domestic development in rural area introducing some Japanese favorite animation picture.
5th	HISTORY OF ENVIRONMENTAL ASSESSMENT IN JAPAN	Introduce institutional feature of environmental assessment in Japan and discuss development and protection of natural environment.
6th	ENERGY AND RESOURCE ISSUE	Reading the essence of Ch.15 & 16 follow recent trend of natural energy and resource use and discuss its pros and cons.
7th	INTERNATIONAL ENVIRONMENTAL POLICY	Study basic structure and discussion points of framework of climate change, bio diversity and ozone layer protection covering Ch. 19, 20, 21 & 22. A guest speaker will be invited.
8th	INTERNATIONAL GOVERNANCE AND ENVIRONMENT	What is governance? Why it is so important for sustainable development? Introduce some recent theoretical framework.

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

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

Prerequisites and registration requirements
<ul style="list-style-type: none"> <li>* This course is recommended for the first-semester students.</li> <li>* Active participation is highly expected.</li> <li>* Confirm your personal access to University PC and internet (all class-meetings will be held in a PC room).</li> </ul>
Preparation for the course
<ul style="list-style-type: none"> <li>* The group project largely depends on your out-class work. Autonomous preparation for the group project is required.</li> </ul>
Textbooks
To be announced in class.
Suggested readings
<p>Brady, H. E., &amp; Collier, D. (2004). <i>Rethinking social inquiry: Diverse tools, shared standards</i>. Rowman &amp; Littlefield.</p> <p>Bryman, A. (2012). <i>Social research methods</i> (4th ed.). NY: Oxford University Press.</p> <p>Creswell, J. W., &amp; Clark, V. L. P. (2007). <i>Designing and conducting mixed methods research</i>. CA: Sage publications.</p> <p>Gay, L. R., &amp; Mills, G. (2011). <i>Educational research: Competencies for analysis and applications</i>. Cambridge: Pearson Publishing.</p> <p>King, G., Keohane, R. O., &amp; Verba, S. (1994). <i>Designing social inquiry: Scientific inference in qualitative research</i>. Princeton University Press.</p> <p>Kirk, R. E. (2007). <i>Statistics: An introduction</i> (5th ed.). CA: Wadsworth Publishing Company.</p> <p>Punch, K. F. (2006). <i>Introduction to social research: Quantitative and qualitative approaches</i>. CA: Sage Publications.</p> <p>Winkle-Wagner, R., Hunter, C. A., &amp; Ortloff, D. H. (Eds.). (2009). <i>Bridging the gap between theory and practice in educational research: Methods at the margins</i>. NY: Palgrave Macmillan.</p> <p>Yin, R. K. (2009). <i>Case study research: Design and methods</i>. CA: Sage Publications.</p>
Grading policy
<p>Class participation: 20%</p> <p>Group presentations: 50%</p> <p>Final presentation: 30%</p>
Other



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

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

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

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

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

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

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

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



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

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

### Grading policy

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

### Other

Students are expected to resubmit revisions of assignments.

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

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

Suggested readings
None.
Grading policy
Participation and preparation 60%; assignments 30%; self-evaluation 10%.
Other
The course may be tailored to suit student needs.

Name of Subject	Name of Professor
Research Method 1	Takafumi Kanemura
Course description and Attainment target	
<p>This is an introductory course for conducting research since all the students will be required to write and submit a “Master's thesis” at the end of the second year. The course aims at offering the students the opportunities to explore; 1) what is a master's thesis, and 2) how to conduct research in order to write a good paper. In addition, it also gives them necessary basic knowledge for that purpose, which will enable them to widen their views, and therefore, to open the possibilities for better research. More specifically, a series of seminar-type classes will be held based upon an introductory textbook on research methods in political science. It will cover such themes as planning research, choosing an appropriate method and/or approach and its implementation (e.g. descriptive statistics, quantitative analysis, comparative analysis, opinion polls, surveys and interviews).</p>	
Course content	
<p>This class will be conducted individually on student research plan, interesting study, challenging subject, and so on.</p>	
Prerequisites and registration requirements	
Preparation for the course	
<p>Students are required to make such preparations for each class as directed by the teacher.</p>	
Textbooks	
<p>None.</p>	
Suggested readings	
<p>None.</p>	
Grading policy	
<p>Class participation (20%)  Presentation for research progress (30%)  Research proposal (50%)</p>	
Other	

Name of Subject	Name of Professor
Research Method 1	Kyoko Ryu
Course description and Attainment target	
<p>This course aims to provide an insight into fundamentals for conducting research.</p> <p>The students will acquire the basic understanding of tools and rules of scientific inference of theory and hypothesis. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a research paper.</p>	
Course content	
1. Introduction	
2. What is a Good Theory?	
3. How can Theories be Made and Tested?	
4. Quantitative Research and Qualitative Research	
5. What are Case Studies?	
6. How to Write a Research Paper	
Prerequisites and registration requirements	
Preparation for the course	
Instruct in the class	
Textbooks	
None	
Suggested readings	
<p>G.King, R.O. Keohane and S.Verba, Designing Social Inquiry: Scientific Inference in Quantitative Research, Princeton U.P.1994</p> <p>Evera, S.V., Guide to Methods for Students of Political Science, Cornell University Press, 1997</p> <p>Turabian, K.L., Grossman, J.&amp; Bennett, A., A Manual for Writers of Term Papers, These, and Dissertations. 6th ed., Chicago: University of Chicago Press, 1996</p> <p>Yin. R.K., Case Study Research: Design and Methods. 3rd ed., Sage Publications, 2002</p>	
Grading policy	
<p>Achievement (70%)</p> <p>Contribution to the class (30%)</p>	
Other	



Name of Subject	Name of Professor
Research Method 1	Yuriko Minamoto
Course description and Attainment target	
<p>This course aims to provide an insight into fundamentals for conducting research. The students will acquire the basic understanding of tools and rules of scientific inference of theory and hypothesis and logical development of doing research. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a thesis. The students will start literature reviews of the related topic.</p>	
Course content	
<p>The class is consisted of the following content.</p> <ol style="list-style-type: none"> <li>1. What is research? - elements of a research proposal will be explained such as research question, research methodology, research framework and logical thinking.</li> <li>2. Discussions of research interest/research theme of each student</li> <li>3. Presentation of literature reviews by each student - each student will critically review the related literatures to their own research interest and present in the class.</li> </ol>	
Prerequisites and registration requirements	
N/A	
Preparation for the course	
The students are expected to read the suggested readings or handout materials before the class.	
Textbooks	
Handouts will be distributed.	
Suggested readings	
<p>Evera, S.V., Guide to Methods for Students of Political Science, Cornell University Press, 1997  Turabian, K.L., Grossman, J. &amp; Bennett, A., A Manual for writes of term Papers, These, and Dissertations. 6th ed., Chicago: University of Chicago Press, 1996  Yin.R.K., Case Study Research: Design and Methods. 3rd., Sage Publications, 2002  (Several other references will be suggested responding to individual research interest and theme.)</p>	
Grading policy	
<p>Contribution to the class discussions (50%)  In-class presentation (50%)</p>	
Other	

Name of Subject	Name of Professor
Research Method 1	Yuichi Sasaoka
Course description and Attainment target	
<p>This course provides graduate school students with a broad basis for theories and methods for social science research in the fields of international affairs. Any social research requires appropriate methodology that outlines how you conduct a research to answer a certain set of research questions, let alone having research objectives and questions. Good frameworks and tools are inevitable to analyze the results from the data.</p> <p>The primary objectives of this course are two-fold: (1) to understand theoretical background of social research and an overview of various social research methods; and (2) to master basic qualitative research methods in data collection and analysis. This course is divided into three parts, namely, construction of a research framework, qualitative methods, and methods for students of political science. It will cover setting a linkage between theories and methods, sampling methodologies, questionnaire design, interviewing, observation methods and methods of political science.</p> <p>It is important for each student to become able to set one's own research questions and design a research method based on the questions. Students are required to submit one's own research plan at the end of the class.</p>	
Course content	
Course Discription	
I. Introduction (2 weeks)	
II. Setting A Research Framework	
1. introduction	
2. construction of a research framework	
3. logics of social survey methods	
III. Qualitative Research Methods	
1. interviewing methods	
2. observation methods	
3. coding schemes	
4. participatory research methods	
IV. Quantitative Research Methods	
V. Methods of Political Science	
1. Hypotheses, Laws, and Theories	
2. What are Case Studies	
3. What is a political science dissertation	
4. Helpful Hints on Writing a dissertation	
5. Dissertation Proposal	

Prerequisites and registration requirements
Students are expected to read the references before the class and actively participate in the discussions. The course contents and class style are subject to the number of students and the progress of the course.
Preparation for the course
Positive participation and prior reading are mandatory.
Textbooks
From I to IV, lecture is conducted with hand-out presentations made by the instructor. About V, Stephen Van Evera (1997) "Guide to Methods for Students of Political Science", Cornell University Press.
Suggested readings
Tim May (2001) Social Research: Issues, Methods and Process, U.K. Open UP.
Grading policy
Regular class attendance, participation, and completion of required readings prior to the class are expected. Several assignments will be given in addition to the final report. Grades will be determined based on the following criteria: participation (40%), reading assignments (50%) and presentation (10%).
Other

Name of Subject	Name of Professor
<b>Research Method 1</b>	Makoto Nagahata
Course description and Attainment target	
<p>This course is designed for the first year students who will start own research paper preparation. It aims at providing the students with the basic skills and knowledge for conducting research as well as giving professional and academic advice for setting research theme by each student. The course will also include the philosophy of research, qualitative and quantitative approaches, and technical aspects to write a research paper.</p>	
Course content	
<p>The actual contents of the class will be arranged according to the backgrounds, experiences, interests, and research themes of each participating student. Therefore, the detail of the course will be discussed and fixed in the first day of the class. However, it is recommended that the students attend the class regularly and take part in the discussions actively so that they can find out important points by themselves through interaction with the teacher and the students.</p>	
Prerequisites and registration requirements	
<p>As the course is held with "workshop" type method, the students are required to take part in the discussions actively.</p>	
Preparation for the course	
<p>The students are requested to prepare for basic concepts of own research (problem statement, objective, research questions, and methodology) for inquiry and discussion in the class.</p>	
Textbooks	
<p>Reading materials will be distributed when necessary.</p>	
Suggested readings	
<p>The relevant documents will be suggested accordingly.</p>	
Grading policy	
<p>Contribution to the class (30%)  Participation in discussion (30%)  In-class presentation (40%)</p>	
Other	

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

Grading policy

Participation and discussions: 20%, Presentation at class: 30%, Research proposal (preliminary): 50%

Details of assessment will be provided at the beginning of course.

Other

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

Textbooks
None.
Suggested readings
Strunk and White, The Elements of Style.; Whyte, Learning from the Field.; Yin, Case Study Research.
Grading policy
Class participation 75%, Preliminary research proposal 25%
Other



Name of Subject	Name of Professor
Research Method 1	Shunsuke Kimura
Course description and Attainment target	
<p>This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects : Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentation on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Each student is required to prepare for and make presentation on the progress report of their own research.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p>	
Suggested readings	
<p>None.</p>	
Grading policy	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50% Details of assessment will be provided at the beginning of course.</p>	
Other	

Name of Subject		Name of Professor
Research Method 1		Ryuta Ray Kato
Course description and Attainment target		
<p>This course tries to provide students with basic numerical skills and methods at the introductory level, to let students finally complete their thesis successfully. This course is designed for students who want to write their research paper within the economics framework, and in particular the numerical method with statistics and econometrics tools based on the economics framework is introduced in addition to supervision for letting students find their own research topic. Thus, a first half of this course is devoted to lectures of statistics and econometrics. The main concern of this course is to let students prepare for their research paper, which uses data as an evidence based on the scientific approach. The main final goal of this course is to let students get familiar with the numerical method which is getting more and more common in the social science.</p>		
Course content		
Week	Theme	Contents
1st	Analytical methods for data	Basic Statistics
2nd	Analytical methods for data	Basic Statistics
3rd	Analytical methods for data	Basic Statistics
4th	Analytical methods for data	Basic Statistics
5th	Analytical methods for data	Introductory Econometrics
6th	Analytical methods for data	Introductory Econometrics
7th	Analytical methods for data	Introductory Econometrics
8th	Analytical methods for data	Introductory Econometrics
9th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
10th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
11th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
12th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
13th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
14th	Preparation for thesis writing with numerical data	Individual consultation for thesis writing and presentation by students
Prerequisites and registration requirements		
<p>There is no specific prerequisite. However, interest in data analysis with statistics and econometrics and enthusiasm to try to properly use data are highly required. If background in data analysis is relatively weak, strong effort to get familiar with numerical methods is also essential.</p>		

Preparation for the course
<p>Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in statistics and econometrics is relatively weak, additional materials will be introduced, which should also be studied before attending the session. The first half of this course is devoted to lectures of the fundamental statistics and econometrics, which will be useful for a numerically sophisticated research paper.</p>
Textbooks
<p>No specific textbook is used. Lecture notes will be distributed in each session.</p>
Suggested readings
<p>Depending upon the background in statistics and econometrics participating students have, several suggested reading materials will be introduced.</p>
Grading policy
<p>Since the first half of this course is devoted to lecturing, the written exam is given for the first half of this course, which counts for 50% of the final grading, and another half counts for students' effort to prepare for their research paper.</p>
Other

Name of Subject	Name of Professor
Research Method 1	Junro Nishide
Course description and Attainment target	
<p>This course aims to provide an insight into fundamentals for conducting research. The students will acquire the basic understanding of tools and rules of scientific inference of theory and hypothesis and logical development of doing research. The course will also include the philosophy of research, qualitative and quantitative research, professional ethics, and technical aspects to write a thesis. The students will start literature reviews of the related topic</p>	
Course content	
<p>The class is consisted of the following content.</p> <ol style="list-style-type: none"> <li>1. What is research? - elements of a research proposal will be explained such as research question, research methodology, research framework and logical thinking.</li> <li>2. Discussions of research interest/research theme of each student</li> <li>3. Presentation of literature reviews by each student - each student will critically review the related literatures to their own research interest and present in the class.</li> </ol>	
Prerequisites and registration requirements	
Preparation for the course	
<p>The students are expected to read the text book and handout materials before the class.</p>	
Textbooks	
<p>Evera, S.V., Guide to Methods for Students of Political Science, Cornell University Press, 1997</p>	
Suggested readings	
<p>Turabian, K.L., Grossman, J. &amp; Bennett, A., A Manual for writes of term Papers, These, and Dissertations. 6th ed., Chicago: University of Chicago Press, 1996  Yin.R.K., Case Study Research: Design and Methods. 3rd., Sage Publications, 2002  (Several other references will be suggested responding to individual research interest and theme.)</p>	
Grading policy	
<p>Participation in class discussions (50%)  In-class presentation (50%)</p>	
Other	

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

Name of Subject	Name of Professor
<b>Research Method 1</b>	Yoshiki Kobayashi
Course description and Attainment target	
<p><b>ATTAINMENT TARGET</b></p> <p>The objective of this course is that each student will complete his/her own "research proposal" which is prerequisite for writing a master research paper in the final semester.</p> <p><b>COURSE DESCRIPTION</b></p> <p>Master research papers required at this program is a kind of academic theses, which are different from term-papers in regular classes or project papers in ordinary work places. To be recognized as academic theses, research papers should be written based on certain academic formats and manners.</p> <p>In this course, each students are supposed to learn basic skills and knowledge necessary to write and complete academic theses such as a basic format of academic papers, methodologies of literature reviews, data collection and analysis, and so on. The course will be taught in a seminar style so that each students are expected to be proactively engaged in exploring his/her own research topics, collecting necessary data and preceding literature, and improving his/her own writing skills.</p>	
Course content	
<p>Blow is a tentative basic schedule of the course, which is subject to change depending on the situation of the students.</p> <p>(1)-(5) : Learning Basic skills of academic theses</p> <p>(6)-(10) : Exploring research topics</p> <p>(11)-(14) : Writing and completing research proposals</p>	
Prerequisites and registration requirements	
<p>No prerequisite knowledge or experiences are required.</p>	
Preparation for the course	
<p>Each student is strongly encouraged to start exploring his/her own possible research topics and methodologies during the 1st year of the program.</p>	
Textbooks	
<p>King, Keohane &amp; Verba (1994), "Designing Social Inquiry: Scientific Inference in Qualitative Research" (Princeton Univ Press)</p> <p>Everam, Stephen Van (1997), "Guide to Methods for Students of Political Science" (Cornell University Press)</p> <p>Creswell, John (2018), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (SAGE Publications)</p> <p>Turabian, Booth and etc, (2018), "A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers" (University of Chicago Press)</p> <p>Bailey, Stephen (2017), "Academic Writing: A Handbook for International Students - 5th Edition" (Routledge)</p>	
Suggested readings	
<p>None.</p>	

Grading policy
Class Participation: 30% Proactive Preparation for preceding literature and research data: 30% Quality of research proposal (format, logic and etc): 40%
Other

Name of Subject	Name of Professor
<b>Research Method 2</b>	Takafumi Kanemura
Course description and Attainment target	
<p>Based upon the general and basic knowledge acquired during the course of “Research Method 1,” this second stage course aims at urging the students to move on their own research. According to their individual interest, students are to start reading basic literature on the theme and refine their knowledge and interest, expecting to reach good and well-focused research theme and questions. The students will also need to think about the appropriate approach and methods in the research, and some additional lectures or seminars would be arranged in order to deepen their knowledge about some specific theories, approaches and methods as required.</p>	
Course content	
This class will be continued to focus on research subject and conduct classes as in the previous term.	
Prerequisites and registration requirements	
Preparation for the course	
Students are required to make such preparations for each class as directed by the teacher.	
Textbooks	
None.	
Suggested readings	
None.	
Grading policy	
Class participation (20%) Presentation for research progress (30%) Research proposal (20%)	
Other	



Name of Subject	Name of Professor
Research Method 2	Kyoko Ryu
Course description and Attainment target	
<p>On the basic knowledge and skills of social science research, this course aims at supporting students to identify their own research theme. They also need to find appropriate research approaches and methods to prepare for the paper writing.</p> <p>Students are required to perform a literature survey on their topic, and to reach well-focused research theme and questions. The final outcome of the course is to construct a research proposal including a strategy and time plan for completion of research.</p>	
Course content	
<p>In the class, students are required to present progress report on their research design periodically, and relevance and feasibility of research proposal will be discussed with fellow students and a professor. It means students are also required to positively involve and contribute to the research of other students. In the subsequent tutorials, individual guidance to each research will be given by the professor separately.</p>	
Prerequisites and registration requirements	
Preparation for the course	
Instruct in the class	
Textbooks	
None	
Suggested readings	
<p>Evera, S.V., Guide to Methods for Students of Political Science, Cornell University Press, 1997</p> <p>G.King, R.O.Keohane and S.Verba, Designing Social Inquiry: Scientific Inference in Quantitative Research, Princeton U.P.1994</p> <p>Turabian, K.L., Grossman, J.&amp; Bennett, A., A Manual for Writers of Term Papers, These, and Dissertations. 6th ed., Chicago: University of Chicago Press, 1996</p> <p>Yin. R.K., Case Study Research: Design and Methods. 3rd ed., Sage Publications, 2002</p>	
Grading policy	
<p>Achievement (70%)</p> <p>Contribution to the class (30%)</p>	
Other	

Name of Subject	Name of Professor
<b>Research Method 2</b>	Yuriko Minamoto
<b>Course description and Attainment target</b>	
<p>With the basic knowledge and skills of social science research, this course aims at supporting students to identify their own research theme. Students are required to perform a literature survey on their topic, and to reach well-focused research theme and questions. They also need to find appropriate research approaches and methods to prepare for the paper writing. The final outcome of the course is to construct a research proposal including a strategy and time plan for completion of research.</p>	
<b>Course content</b>	
<p>The class discussion as well as individual meetings will be arranged accordingly.</p> <p>In the class, students are required to present progress report on their research design, and relevance and feasibility of research proposal will be discussed with fellow students. At individual meetings, specific advice and additional hints on writing a social science paper of respective area will be provided.</p>	
<b>Prerequisites and registration requirements</b>	
N/A	
<b>Preparation for the course</b>	
The students are expected to prepare critical review papers on their research theme.	
<b>Textbooks</b>	
(N/A)	
<b>Suggested readings</b>	
<p>According to an area of individual research, the relevant reference materials will be guided.</p> <p>Turabian, K.L., Grossman, J. &amp; Bennett, A., A Manual for Writers of Term Papers, Theses, and Dissertations. 6 th ed., Chicago: University of Chicago Press, 1996</p>	
<b>Grading policy</b>	
<p>Contribution to the class discussions (20%) In-class presentation for research progress (30%) Research proposal (50%)</p>	
<b>Other</b>	

Name of Subject	Name of Professor
<b>Research Method 2</b>	Yuichi Sasaoka
<b>Course description and Attainment target</b>	
<p>With the basic knowledge and skills of social science research, this course aims at supporting students to identify their own research theme. While assisting their own research activities, this course provides students with a comprehensive analysis of research methods using case studies and typological theory. The final outcome of the course is to submit a research proposal including a methodology, strategy and time framework for the completion of the research.</p>	
<b>Course content</b>	
<p>Course Discription and Course Schedule (tentative)</p> <ol style="list-style-type: none"> <li>1 Introduction</li> <li>2 What is Research ?</li> <li>3 Hypotheses, Laws, and Theories</li> <li>4 Case Studies: What are Case Studies ?</li> <li>5 Case studies and Theory Development</li> <li>6 Case Study Methods on the Interdemocratic Peace.</li> <li>7 Testing and Creating Theoies with Case Studies</li> <li>8 Alternative Methods and Select Issues (1) Case Studies and the Philosophy of Science</li> <li>9 (2) Comparative Methods: Controlled Comparison and Within-Case Analysis</li> <li>10 (3) Congruence Method</li> <li>11 (4) Process Tracing and Historical Explanation</li> <li>12 (5) Integrating Comparative and Within-Case Analysis: Typological Theory</li> <li>13 Political Science Dissertation</li> <li>14 Helpful Hints on Writing a Dissertation</li> </ol>	
<b>Prerequisites and registration requirements</b>	
<p>Students are expected to read the references before the class and actively participate in the discussions. Students are required to present interim report on their research design and critically reflect on its relevance and feasibility in discussions. The course contents and class style are subject to the number of students and the progress of the course.</p>	
<b>Preparation for the course</b>	
<p>As mentioned in the prerequisites.</p>	
<b>Textbooks</b>	
<p>Alexander L. George and Andrew Bennett (2005) Case Studies and Theory Development in the Social Sciences, Cambridge: The MIT Press.</p> <p>Suggested reading materials are announced in due course.</p>	
<b>Suggested readings</b>	
<p>In the class, lecturer can refer to suggested readings.</p>	

Grading policy

Regular class attendance, participation, and completion of required readings prior to the class are expected. Several assignments will be given in addition to the final report. Grades will be determined based on the following criteria: participation (40%) and reading assignments (60%). Each student will be required to make reporting several times.

Other

Name of Subject	Name of Professor
<b>Research Method 2</b>	Makoto Nagahata
Course description and Attainment target	
<p>With the basic knowledge and skills for conducting research, this course is designed for providing necessary guidance and advice to the students for identifying their own research theme. It is also required to conduct literature 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.</p>	
Course content	
<p>The participating students are requested to prepare and present progress report on their research design as well as the results of literature survey or other information collections. Thus, a part of the course will be held on individual basis (individual consultation), and sometimes presentation and discussion in the whole class will be held. Actual way of having classes will be discussed and decided in the first or second days of the course.</p>	
Prerequisites and registration requirements	
<p>When a presentation and discussion session is held, active participation of the students is highly required.</p>	
Preparation for the course	
<p>The students are expected to start literature review and survey design (if necessary) in this course.</p>	
Textbooks	
<p>Reading materials will be distributed when necessary.</p>	
Suggested readings	
<p>The relevant documents will be suggested accordingly.</p>	
Grading policy	
<p>Participation in discussion (30%)  In-class presentation (30%)  Contents of research proposal (40%)</p>	
Other	

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

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

Name of Subject	Name of Professor
<b>Research Method 2</b>	Shunsuke Kimura
<b>Course description and Attainment target</b>	
<p>This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects : Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
<b>Course content</b>	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
<b>Prerequisites and registration requirements</b>	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
<b>Preparation for the course</b>	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research.</p>	
<b>Textbooks</b>	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p>	
<b>Suggested readings</b>	
<p>None.</p>	
<b>Grading policy</b>	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50%  Details of assessment will be provided at the beginning of course.</p>	
<b>Other</b>	



Name of Subject		Name of Professor
Research Method 2		Ryuta Ray Kato
Course description and Attainment target		
<p>Based on the fundamental analytical skills and knowledge provided in Research Method 1, This course tries to further provide students with numerical skills and methods for writing a research paper. This course is designed for students who want to write their research paper within the economics framework. In particular the numerical methods are introduced based on the research topic students want to explore. The main concern of this course is to let students prepare for their research paper, which uses data as an evidence based on the scientific approach. The main final goal of this course is to let students get familiar with the numerical method which is getting more and more common in the social science.</p>		
Course content		
Week	Theme	Contents
1st	More analytical methods for data	Studies on numerical methods
2nd	More analytical methods for data	Studies on numerical methods
3rd	More analytical methods for data	Studies on numerical methods
4th	More analytical methods for data	Studies on numerical methods
5th	More analytical methods for data	Studies on numerical methods
6th	More analytical methods for data	Studies on numerical methods
7th	More analytical methods for data	Studies on numerical methods
8th	More analytical methods for data	Studies on numerical methods
9th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
10th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
11th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
12th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students
13th	Examination of related academic papers	Individual consultation for thesis writing and presentation by students

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

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

Name of Subject	Name of Professor
<b>Research Method 2</b>	Masami Tsuji
Course description and Attainment target	
Based on the basic knowledge and skills for conducting research, which are obtained through the course of Research Method 1, this course is to guide students for identifying a research theme, and developing a research proposal with clear and practical methodology, strategy, and timeframe.	
Course content	
During the course, students will conduct literature survey for consideration of their research theme and approaches. Based on the survey results, students will have discussion with fellow students and the advisor on the materials surveyed as well as research methodologies and strategies to be adopted by students. In the class, students are required to present progress reports periodically.	
Prerequisites and registration requirements	
Active participation in discussion at the classes is expected to students.	
Preparation for the course	
Students should ensure that they are ready to fully utilize the knowledge and skills that they obtained in Research Method 1.	
Textbooks	
Handouts will be distributed when necessary.	
Suggested readings	
Relevant reading materials will be suggested accordingly.	
Grading policy	
Participation in discussion (20%) In-class presentations (30%) Research Proposal (50%)	
Other	

Name of Subject	Name of Professor
<b>Research Paper 1</b>	Takafumi Kanemura
Course description and Attainment target	
<p>Research paper 1 and Research paper 2 are to supervise the whole process, from planning to writing up, of the research for the Master's thesis to be submitted at the end of the second academic year. Research paper 1 mainly deals with the initial and main stages of the research-students are to refine research questions and conduct research accordingly on the basis of the theories and methods they learned in "Research Method 1, 2" the previous year.</p> <p>Both group and individual teaching methods will be applied: In the group class, each students will present their research to their fellow students, to be followed by overall discussions, while the individual one will be deep and concentrated discussions between the teacher and the student about the student's research.</p>	
Course content	
The course will be arranged by the progress of master thesis of each student.	
Prerequisites and registration requirements	
Preparation for the course	
Students are required to make such preparations for each class as directed by the teacher.	
Textbooks	
None.	
Suggested readings	
None.	
Grading policy	
Class participation in discussions (20%) Presentation of research progress (30%) Progress report (50%)	
Other	

Name of Subject	Name of Professor
Research Paper 1	Kyoko Ryu
Course description and Attainment target	
This course aims at helping the students to set up their own theme of Master's thesis.	
Course content	
<p>The students are required to present their ideas of research theme repeatedly. They must show what is their hypothesis, and how the data will be collected and analyzed. Through the test researches and the class discussion, the students will shape up their own feasible research theme.</p> <p>This course will also include qualitative and quantitative research methods, and technical aspects to write a Master's thesis.</p>	
Prerequisites and registration requirements	
Preparation for the course	
Instruct in the class	
Textbooks	
None	
Suggested readings	
The relevant references related to research theme of individual student will be suggested accordingly.	
Grading policy	
<p>Achievement (70%)</p> <p>Contribution to the class (30%)</p>	
Other	

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

Name of Subject	Name of Professor
Research Paper 1	Yuichi Sasaoka
Course description and Attainment target	
<p>The students are required to present research draft to the faculty and fellow students, and join the review discussion which will be useful for all the participants. The class discussions and individual meetings will be arranged alternately.</p> <p>This course is to supervise the students to conduct their own research, and exchange the views on the progress of each student's research activities with the fellow students.</p>	
Course content	
<p>Tentative Contents:</p> <ol style="list-style-type: none"> <li>1. Research Questions (1)</li> <li>2. Research Questions (2)</li> <li>3. Research Background, Significance and Limitation</li> <li>4. Research Methods (1)</li> <li>5. Research Methods (2)</li> <li>6. Feedback</li> <li>7. Drafting the Plan (1)</li> <li>8. Drafting the Plan (2)</li> <li>9. Summarizing the Comments</li> <li>10. Redrafting (1)</li> <li>11. Redrafting (2)</li> <li>12. Writing Chapter 1 (1)</li> <li>13. Writing Chapter 1 (2)</li> <li>14. Writing Draft Summary Chapter 2</li> </ol>	
Prerequisites and registration requirements	
<p>Students are expected to submit the initial drafts and related documents and participate in the discussions. The course contents and class style are subject to the number of students and the progress of the course.</p>	
Preparation for the course	
<p>Close communication and doing homework are mandatory.</p>	
Textbooks	
<p>Reading materials will be suggested in due course.</p>	
Suggested readings	
<p>Depending on the subject, lecturer can recommend suggested readings.</p>	
Grading policy	
<p>Regular class attendance, participation, and completion of initial draft of research paper are expected. Grades will be determined based on the following criteria: participation and discussions (50%); in-class presentation of initial draft of research plan and a few chapters (50%).</p>	
Other	



Name of Subject	Name of Professor
Research Paper 1	Makoto Nagahata
Course description and Attainment target	
<p>This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to present research progress to the fellow students, and overall discussions will be followed to provide necessary advice and perspectives to improve the contents of the research paper.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation / discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
Prerequisites and registration requirements	
<p>Each student is requested to prepare for and make presentation on the progress report of their own research, therefore, active participation in the discussion is recommended. In the individual consultation, each student feel free to ask any questions and acquire necessary advices.</p>	
Preparation for the course	
<p>The students are expected to start writing draft of the paper before the semester.</p>	
Textbooks	
<p>Reading materials will be distributed when necessary.</p>	
Suggested readings	
<p>None.</p>	
Grading policy	
<p>Class participation in discussions (30%)  Presentation of research progress (30%)  Research efforts and attempts (40%)</p>	
Other	

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

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

Name of Subject	Name of Professor
Research Paper 1	Shunsuke Kimura
Course description and Attainment target	
<p>This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects: Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p> <p>Robert K Yin, 2014, Case Study Research, Design and Methods, 5 edition, SAGE</p>	
Suggested readings	
<p>None.</p>	
Grading policy	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
Other	
<p></p>	

Name of Subject		Name of Professor
Research Paper 1		Ryuta Ray Kato
Course description and Attainment target		
<p>In this course, supervision will be provided to students in order for them to successfully complete their research paper. Not only class discussion but also individual research meetings will be arranged according to students' improvement. In particular, students will be supervised on how to narrow their own research topic, and also on how to construct a research paper. This course is designed for students who want to write their research paper within the economics framework. This course is designed to let students prepare for their successful research paper.</p>		
Course content		
Week	Theme	Contents
1st	How to narrow a research topic	Review of numerical methods
2nd	How to narrow a research topic	Review of numerical methods
3rd	How to narrow a research topic	Review of numerical methods
4th	How to construct the structure of a research paper	Review of numerical methods
5th	How to construct the structure of a research paper	Review of numerical methods
6th	How to construct the structure of a research paper	Review of numerical methods
7th	How to construct the structure of a research paper	Review of numerical methods
8th	Review of related research fields	Individual consultation for thesis writing and presentation by students
9th	Review of related research fields	Individual consultation for thesis writing and presentation by students
10th	Review of related research fields	Individual consultation for thesis writing and presentation by students
11th	Review of related research fields	Individual consultation for thesis writing and presentation by students
12th	Review of related research fields	Individual consultation for thesis writing and presentation by students
13th	Preparation for a research paper	Individual consultation for thesis writing and presentation by students
14th	Preparation for a research paper	Individual consultation for thesis writing and presentation by students

### Prerequisites and registration requirements

There is no specific prerequisite. However, interest in data analysis with statistics and econometrics and enthusiasm to try to properly use data are highly required. If background in data analysis is relatively weak, strong effort to get familiar with numerical methods is also essential.

### Preparation for the course

Students are strongly suggested to go through suggested study materials such as supplementary textbooks prior to each session. If the background in statistics and econometrics is relatively weak, additional materials will be introduced, which should also be studied before attending the session. The first half of this course is devoted to lectures of the fundamental statistics and econometrics, which will be useful for a numerically sophisticated research paper.

### Textbooks

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

### Suggested readings

Depending upon the background in statistics and econometrics participating students have, several suggested reading materials will be introduced.

### Grading policy

Since the first half of this course is devoted to lecturing, the written exam is given for the first half of this course, which counts for 50% of the final grading, and another half counts for students' effort to prepare for their research paper.

### Other

Name of Subject	Name of Professor
Research Paper 1	Junro Nishide
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	
Grading policy	
Participation in class discussions (50%) In-class presentation (50%)	
Other	

Name of Subject	Name of Professor
<b>Research Paper 1</b>	Masami Tsuji
Course description and Attainment target	
Based on the outputs and outcome, which are obtained through Research Method 1 and 2, this course is for students to conduct their own research. Class discussions as well as individual meetings will be arranged.	
Course content	
At the classes, students will present the progress of draft research paper for discussion with fellow students and the advisor. At individual meetings, students will have instructions from the advisor on how further research activities should be undertaken.	
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	
For discussion, students should prepare materials that are to be used for research paper.	
Textbooks	
Handouts will be distributed when necessary.	
Suggested readings	
Relevant reading materials will be suggested accordingly.	
Grading policy	
Participation in discussion (20%) In-class presentations (30%) Research outputs (50%)	
Other	



Name of Subject	Name of Professor
<b>Research Paper 2</b>	Takafumi Kanemura
Course description and Attainment target	
<p>Following the course Research Paper 1, this course will deal with the final writing-up stage of the research. As such, most of the teaching will be individual face to face one, while there will also be some opportunities for group presentations and discussions among students to widen students' perspectives on various issues. Any individual meeting will presuppose substantial preparation-mostly writing-on the side of the students and then reading of it in advance on the side of the teacher. The purposes of such meetings are to identify some necessities for further research, to clarify facts logical sequences and to improve the overall argument in the paper.</p>	
Course content	
<p>The course will be presented for finalizing student master thesis.          Thrash this research courses, there are arranged according to the needs and progress of each student.</p>	
Prerequisites and registration requirements	
Preparation for the course	
<p>Students are required to make such preparations for each class as directed by the teacher.</p>	
Textbooks	
<p>None.</p>	
Suggested readings	
<p>None.</p>	
Grading policy	
<p>Research efforts and attempts (30%)          Assessment of quality of research paper (70%)</p>	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Kyoko Ryu
Course description and Attainment target	
This course is supervise the students to writing their own Master's thesis.	
Course content	
The teaching will be based on individual meeting, although presentations and discussions at the class will also be arranged periodically. Both opportunities are expected to function for providing the students with wider perspectives as well as necessity of the further research, to improve logical sequence and argument in the paper.	
Prerequisites and registration requirements	
Preparation for the course	
Instruct in the class	
Textbooks	
None	
Suggested readings	
The relevant references related to research theme of individual student will be suggested accordingly.	
Grading policy	
Research efforts and achievement (100%)	
Other	

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Yuriko Minamoto
Course description and Attainment target	
<p>This is the final stage of the master thesis writing and the most of the teaching will be based on individual meeting, although presentations and discussions among students will also be arranged time to time. Both opportunities are expected to function for providing the students with wider perspectives as well as necessity of the further research, to improve sequence and argument in the paper.</p>	
Course content	
<ol style="list-style-type: none"> <li>1. Presentations of the research progress.</li> <li>2. Revisions of draft chapters.</li> <li>3. Presentations of final draft papers.</li> </ol>	
Prerequisites and registration requirements	
N/A	
Preparation for the course	
The students should be ready to start drafting papers based on their research framework.	
Textbooks	
Handouts will be prepared.	
Suggested readings	
The relevant references related to research theme of individual student will be suggested accordingly.	
Grading policy	
<p>Contribution to the class discussions (30%)  In-class presentation of research progress (30%)  Research efforts and attempts (40%)</p>	
Other	

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

Name of Subject	Name of Professor
<b>Research Paper 2</b>	Makoto Nagahata
Course description and Attainment target	
<p>This is the final stage of the master thesis writing based on the research conducted by the students. The course aims at providing necessary advice to the students for improving and completing their research paper. It is also expected that through class discussions, the students will be able to acquire wider perspectives as well as necessity of the further research in order to improve logical sequence and argument in the paper.</p>	
Course content	
<p>Most of the teaching will be based on individual meetings, although presentations and discussions among the students will also be arranged from time to time. The details of the schedule will be arranged according to the needs and progress of each student.</p>	
Prerequisites and registration requirements	
<p>In the class presentation and discussions, active participation in the discussion by each student is highly requested.</p>	
Preparation for the course	
<p>The students are expected to complete draft of the research paper.</p>	
Textbooks	
<p>None.</p>	
Suggested readings	
<p>None.</p>	
Grading policy	
<p>Class participation in discussions (30%)  Presentation of research progress (30%)  Research efforts and attempts (40%)</p>	
Other	
<p></p>	

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

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

Name of Subject	Name of Professor
Research Paper 2	Shunsuke Kimura
Course description and Attainment target	
<p>This course is designed for the second year students who intend to write a research paper. The course is to supervise the students who conduct their own research for preparation of writing their master thesis. The students are required to prepare data, information and references based on their research proposal and then analyze them. Finally, they start to write a research paper.</p> <p>A class normally goes like bilateral discussion between students and lecturer, or presentation and discussion, thus tutorial approach is emphasized.</p> <p>Subjects: Decentralization, Deconcentration, Local administrative reform, Local autonomy, NPM in local governments, Intermunicipal cooperation, Intergovernmental relation, Redevelopment policy and such.</p>	
Course content	
<p>The course consists of both individual consultancy by the teacher and the whole class presentation or discussion. The actual schedule of the course will be arranged according to the progress of each student's research.</p>	
Prerequisites and registration requirements	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Preparation for the course	
<p>Each student is required to prepare for and make presentaion on the progress report of their own research, and active participation in the discussion is recommended.</p>	
Textbooks	
<p>Stephen Bailey, 2011, Academic Writing: A Handbook for International Students, Third edition, Routledge</p>	
Suggested readings	
<p>None.</p>	
Grading policy	
<p>Class contribution: 20%, Presentation at class: 30%, Paper writing: 50%</p> <p>Details of assessment will be provided at the beginning of course.</p>	
Other	





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