

11 July: Poverty and social policy-1

18 July: Poverty and social policy-2

Part III

25 July: Panel discussion

Texts & References テキスト・参考文献など

Reading assignments are to be uploaded each week on the NUCT Workspace (Nagoya University Collaboration and Course Tools).

Evaluation 成績評価

Comment papers (60%) and attendance (40%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Guideline of Class Management

1. Do not come late for the class. Closing time for marking the Attendance Sheet will be 13:05.
2. Plagiarism in your comment paper will lead to “no credit”.
3. The comment paper should be submitted before starting the next session. Please do not forget writing your ID number and name on your comment paper every time.
4. The reading materials will be given in the previous session in principle. Please read them before you come to the class.
5. If your comment paper is selected as the best comment in prospective session, you are expected to make a short presentation at the wrap up session.

Special Notices for NUPACE Students

1. Only credit taking students can register for this class (Auditing is not allowed).
2. Special consideration in grading for undergraduate students will not be given.
3. “The attendance ratio” in the grade reports to NUPACE office will be calculated including the first and the last session, whereas the first day is excluded from grading.

Class attendance and contribution to class discussions 30%

Individual short paper 10%

Group homework assignments 20%

Group presentation 20%

Group final paper 20%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

- This course will be conducted in English.
- Enrollment limit is 40 students. Priority for course enrollment is given to first-year master's students who plan to participate in Domestic Field Work (DFW) and/or Overseas Field Work (OFW).
- The course schedule may change depending on the number of students enrolled.
- All participants must read the required reading materials before coming to each class.

8. How to make research proposal
9. Research ethnics
10. Cambodia 5 (community development)
11. Consultation
12. Group presentation
13. Risk management
14. Khmer language
15. Wrap-up

Texts & References テキスト・参考文献など

Hand-outs will be distributed in class.

Evaluation 成績評価

Grades will be assessed based on the following criteria:

Class Participation - 40%

Group Work and Presentation - 60%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Grades will be assessed based on the quality of group work, group presentations, and field research report which is expected to be submitted in November 2017.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Various printed materials will be distributed during the course.

Evaluation 成績評価

Evaluation must be based on (1) participation in discussions and group work and (2) quality of research proposal and final report.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

The course will be conducted in both English and Japanese. As much as possible, materials written not only in Japanese but also in English will be provided.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English and Japanese

- (4) Environmental Management
- (5) Climate Change
- (6) Disaster Risk Reduction
- (7) Recent trend in International Development
- (8) Gender Equality
- (9) Development Partnership with Emerging Donors
- (10) New Aid Architecture

(11)–(15) Presentation

Texts & References テキスト・参考文献など

All documents indispensable for the lectures will be provided in the form of “Power Point” print-out at class. Some books/documents hereunder may help your understanding even after the lectures.

Recommended books/articles to follow up this course.

(1) White Paper on Development Cooperation 2016

http://www.mofa.go.jp/policy/oda/page_000017.html

(2) JICA Annual Report 2017

<https://www.jica.go.jp/english/publications/reports/annual/2017/index.html>

(3) Some of JICA Brochures

<http://www.jica.go.jp/english/publications/brochures/index.html>

Evaluation 成績評価

Attendance and Report and/or Final Presentation at the last day.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

【Day3】

Session 7~11: One Day Fieldwork on NGO/Civil Society and SDGs in Japan.

【Day4】

Session 12: Reflection of the One Day Field Work

Session 13: Consultation for the Terminal Paper and Presentation.

Session 14: Terminal Presentation

Session 15: Terminal Presentation and Conclusion.

【Notice】

-The schedule may be subject to change for the improvement of the course.

-For the filed work, students are required to afford by themselves for the travel fee, lunch and other necessary payments. The filed visit should be to Nagoya or its neighbor city/prefecture.

Texts & References テキスト・参考文献など

-Lewis, D. (2014) *Non-Governmental Organizations, Management and Development 3rd edition*, London and N.Y.: Routledge.

-Lewis, D. and Kanji, N. (2007) *Non-Governmental Organizations and Development*, London and N.Y.: Routledge.

-United Nations (2015) *Transforming Our World: 2030 Agenda for Sustainable Development*.

-Other readings may be suggested in the class.

Evaluation 成績評価

1) Participation and Contribution to the course, not just attendance-25%

2) Presentations and assignments-25%

3) Term paper and reflection papers-50%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

【Language for instruction】: English

【Professors support for students】

It is highly appreciated that students actively participate and contribute to the course with various background of academic and professional experiences from the all over the world. Because professor has plenty of academic and professional works on NGOs/Civil Society and SDGs both in developing and developed countries, he is happy to opportunities for the consultation of your research and professional career development on the issue. He may complement the lack of GSID professors major in this issue and subject. Currently the professor actively involved in the following activities; Chair of

JASID-SDGs (Japan Society for International Development, Sustainable Development and SDGs Research Division), Vice President of SDGs Mie, Advisor to Director General of Japan Civil Society Network for SDGs (SDGs Japan) and Advisor of UN SDGs x Ibaraki.

Also, as the president of GSID Alumni Association of Nagoya University(GSID-NUAL), he strongly wishes to develop the global network with the students.

Year 年度	2018	Term 学期		Day 曜日		Period 時限		Credit 単位	
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Course Title
授業科目 Lecture on International Development B (Global Business Affairs) 国際開発特論 B (グローバルビジネス事情)

Course Number 授業番号 INT-1-L-5322-E

Instructor(s) 教員 Tommy Y. Sugiura 杉浦保友

Purpose & Description 目的・概要

The lecturer used to be working as an in-house lawyer at Mitsui & Co which is one of big Japanese Sogo Shoshas (general trading houses) which are known for its unique business activities in and outside Japan. Based on his experience in business, he will explain various legal issues he had encountered in the course of his works. Then we will study and discuss what they are doing and problems, particularly in the areas of the corporate organization and business behavior.

- (1) Organisation of the company and Corporate Governance
- (2) Corporate wrongdoings and compliance
- (3) Global business activities
- (4) Foreign investment
- (5) Dispute resolution

Schedule 計画

Day 1: Organisation of the company and Corporate Governance

(1) What is Sogo Shosha?

- Visit Mitsui & Co's HP and study its History and Roots.
- Having reviewed its Corporate Profile and organization chart, how did you find the organization of Sogo Shosha?

(2) Decision-making process

- Most of Japanese companies have the traditional decision-making process– Ringi.

(3) Corporate Governance

- G20/OECD Principles of Corporate Governance (2015) - What is the corporate governance?
- Shareholders' interests v Stakeholders' interests
- Options of corporate governance framework: US v Japan; What with your country?
- External and independent directors: Their roles and functions
- Current discussion in Japan on Corporate Governance – Japan's Corporate Governance Code

《Discussion and Presentation/Report》

After the lecture, students are requested to discuss the concept of corporate governance

and its framework and then make presentations on the situation of the framework of corporate governance in your own home country and your opinion of the ideal corporate governance.

Day 2: Corporate Wrongdoing and Compliance

(1) Recent corporate wrongdoings

- Recent news about the wrongdoings committed by various Japanese companies
- Mitsui & Co's bid rigging scandal relating to the construction of a power station in Kunashiri Island. What lesson have we learned from it?

(2) Corporate Civil and Criminal liability

- Corporation is liable for the civil and criminal liability in general
- Directors' individual liabilities

(3) White collar crimes in the global business activities

- Anti-trust – cartel
- Bribery and Corruption
- Money Laundering
- Insider dealings

(3) Whistleblower Protection Act in Japan

- Present framework of the Whistleblower Protection Act in Japan and a proposal for its amendment

(4) Consequences of the corporate wrongdoings

(5) How to prevent occurrence of the wrongdoings

(6) If worst comes to the worst

《Discussion and Presentation/Report》

You are an independent external director of A Co. Ltd, Japan which have been aggressively developed infrastructure projects in Africa. One day an anonymous whistleblower of A Co. Ltd disclosed long standing secret bribery and corruption practices in Africa by one of business departments of the company to a broadcasting company, and this fact became widely known in Japan and A Co. Ltd was heavily criticized. The Management was upset and tried to identify the whistleblower. The whistleblower was not found yet. What steps you must take?

Discuss how to prevent the corporate wrongdoings?

(Refer to Mitsui's HP: "Compliance & Risk Management" and study "Business Conduct Guidelines for Employees and Officers", "Mitsui & Co., Ltd., Anti-Corruption Policy",)

Day 3: Global business activities

(1) Various global business activities

(2) Common law and Civil law

(3) Business Negotiation

- Roger Fisher, William Ury, Bruce Patton, "Getting to Yes 2nd ed", Houghton Mifflin 1991,

(4) Business contracts

- Freedom of contracts
- Contract formation- offer and acceptance
- Once made, a contract is legally binding- What does it mean by legally binding?
- Some legal jargons
- How to interpret the contractual terms?
- Written agreement - Parol Evidence Rule: What is this?
- Boiler-plate clauses

(5) Performance of contracts

- Pacta sunt servanda
- Force Majeure

(6) Breach of contract

- Remedies – damages
- Termination of contract

(7) Tax implications

(8) Sale and Purchase Contracts

Please refer to a sample contract forms

- UN Convention on Contracts for the International Sale of Goods (CISG)s
- Delivery and risk transfer: INCOTERMS
- Payment: Letter of Credit
- Transportation: Hague-Visby Rule, Hamburg Rule, Rotterdam Rule
- Insurance: SG form v MAR form

(9) Distribution/Agency Agreements

- What is a distributor?
- What is an agent?
- Agency protection laws in EU, Middle East, and Latin America

(10) Technical License/Assistance Agreements

- What is the technical license?

《Discussion and Presentation/Report》

Try negotiation using a problem of the past Inter-Collegiate Negotiation Competition

Other questions to be shown later

Day 4: Foreign investment

(1) Foreign investment regulations

(2) Establishment of offices abroad

- International company v multinational company v globally integrated company
- Representative offices, branches, subsidiaries

(3) Foreign Joint Venture

Examples of 2 joint venture companies in Italy and Indonesia in which the lecture was personally involved:

- Partners problem
- How to manage the joint venture company
- Shareholdings and number of directors to be designated by each partner
- Decision-making process
- Dead-lock and withdrawal
- Negotiation on the joint venture agreement
- Tax treatment

(4) Cross border M&A

Study the process of M&A (See the example of the acquisition of Blue Drinks from Blue Corporation by Red Inc, a problem of Inter-Collegiate Negotiation Competition)

- Steps for completing M&A
- Due diligence
- Price
- Rep and warranties
- Closing
- PAI (Post Acquisition Integration)

(5) Various issues relating to the management of organization abroad

《Discussion and Presentation/Report》

You are a staff of M&A Division of Red Corporation whose head office is situated in Japan. A deal to acquire the target company in Arbitoria from Blue Corporation has closed and final settlement of the purchase price was complete, but it has not passed a few months before you found that the target company had been put in a serious risk of being charged by the US Department of Justice for the bribery offense contrary to the provision of Foreign Corrupt Practices Act in US. Blue Corporation did not disclose this risk to Red Corporation before the Closing. Blue Corporation is alleging that although there might be gifts sent to the wife of the governmental officer concerned, these acts are regarded not as bribery but

as entirely lawful act in Arbitria. What actions you should take?

Day 5; Dispute Resolution

(1) Disputes resolution in general

You cannot avoid occurrence of dispute during your business activities. In anticipation of such dispute, you want to provide a dispute settlement clause in the business agreement. Once the dispute occurs, you must negotiate with the other party for amicable settlement. But if you fail to reach an agreement for final settlement, what are you going to do?

The disputes must be settled legally and the parties may agree to an applicable law clause in the agreement. But if there is no such applicable clause, how to decide the laws to be applicable?

(2) Applicable laws

- Applicable law clause in the agreement
- If no applicable law clause in the agreement, how should the applicable law be selected?

(3) Disputes resolution

- Dispute resolution clause in the agreement
- If no dispute resolution clause in the agreement, how should the dispute be settled?
- Method of dispute resolution
 - Arbitration v Litigation
 - Mediation • Conciliation
- Litigation
- Arbitration

(4) Enforcement of foreign arbitral award and foreign judgment

(5) Role of the lawyers and how to retain them

《Discussion and Presentation/Report》

Your company, X Limited in Japan, made a sales contract for G products manufactured by B Inc. in Japan with A Ltd in Negoland. Alleging G products delivered from X Limited was defective, A Ltd terminated the sales contract and claimed X Limited for huge damages. X Limited rejected it. Despite the arbitration clause in the sales contract, A Ltd commenced a litigation in Negoland against X Limited. If Negoland court held for A Ltd and A Ltd started enforcement action in Japan, what should we do?

Other example of disputes will be shown later for discussion.

Texts & References テキスト・参考文献など

Information and material to be provided before the commencement of the course
PP slides

Evaluation 評価

Attitude of the student during the lecture

Quality of presentation or report

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

localization under globalization); and 6) country case studies (with student presentations).

(On-Line Course

Syllabus: http://www.gsid.nagoya-u.ac.jp/sotsubo/Development_Economics_2018-2019_Syllabus.html)

Schedule 計画

Refer to the “Course Schedule: Themes and Issues” section in the On-Line Syllabus.

April-May

1. Introduction to Development Economics

- Stylized Facts & Evolving Principles in Economic Development
- Open & Closed Questions, and Emerging Issues into the 21st Century
- Measurements and Determinants of Poverty
- Poverty-Growth-Inequality Triangle

1) the role of economic development in “development” and poverty reduction (in conjunction with I2ID sessions);

2) development economics in international development studies (in conjunction with I2ID sessions);

3) the evolution of economic development thoughts, with the causes of poverty;

4) the stylized facts in economic development (open, closed, and emerging questions);

5) determinants of growth (factors that define steady state);

6) development and equity-- the P-G-I triangle;

7) development with de-population/aging-population;

8) measurements and determinants of multifaceted poverty: absolute vs. relative, objective vs. subjective poverty;

	9) in search of a new development paradigm toward the post-MDGs era.
May-June	<p>2. Learning Key Principles of Development Economics -- Theoretical Arguments</p> <p>1) representative theories of development (traditional and new growth theories);</p> <p>2) dualistic development and structural change (rural-urban and/or agricultural-nonagricultural dichotomy and two-sector models, internal migration models)</p>
June-July	<p>3. Markets vs. Controls: Building Institutions for Development Coordination</p> <p>1) guiding development—markets vs. controls (forces of the market, the role of government in development, good governance);</p> <p>2) Washington Consensus, Post WC, and... ;</p> <p>3) development, governance, and institutions (with proper understanding of time frameworks);</p> <p>4) Provision of pure and impure public goods (EFA, environment protection, etc.)</p> <p>Sessions of market experiments will be given for students to experience/understand market forces & differences between private and public goods.</p>
July	<p>4. Globalization and Development</p> <p>New development challenges in the 21st century (globalization, international economic system, etc.).</p> <p>1) Development with Globalization: Big Picture</p> <p>2) Accumulated wisdom and empirical findings on the P-G-I Triangle under Globalization</p>

(Self Study)	<p>5. Japanese/Asian Development Models</p> <p>1) post-war development of the Japanese economy; Students are required to go through Prof. Otsubo's Powerpoint Notes on Japan's Post-war development stories.</p> <p>2) East Asian Miracle--Miracle or Myth?</p>	
(Self Study)	<p>6. Socio-Economic Development Topics</p> <p>1) sustainable development (the environment and development) 2) education, HRD, and development 3) social capital for development Students are encouraged to read sections of their interests from the reading list. We will not have time to discuss these in the class.</p>	
<p>Texts & References テキスト・参考文献など</p> <p>Refer to the On-Line Course Syllabus at: http://www.gsid.nagoya-u.ac.jp/sotsubo/Development_Economics_2018-2019_Syllabus.html .</p>		
<p>Evaluation 成績評価</p> <p>An essay-type open-book take-home final exam will be given at the end of the semester. Details will be discussed in the class. Your performance in the market experiments, and your presentations will also be evaluated. Your class participation and contribution will, of course, be an additional grading factor.</p>		
<p>Language(s) for instruction & discussion; Others 授業での使用言語・その他</p> <p>English</p>		

Week 5: Typology of exchange rate regimes is presented with uncovered interest parity and Balassa-Samuelson effect. Real effective exchange rate and terms-of-trade (TOT) shock are analyzed in addition to the adequacy of international reserves and analytical points in international reserves with an example of TOT shock and Mongolia/Iraq.

Week 6: Government finance statistics and analyzing government balance sheets. Fiscal policy and its impact on financial market and macro-economy are analyzed.

Week 7: Fiscal Position and Policy. This session will also discuss how the long term interest rates are determined, public sector crowding out private sector, commercial banks and sovereign risk, e.g., Lebanon. Fiscal stance and fiscal impulse are also computed.

Week 8: Monetary Survey. The roles of central bank and commercial banks in the economy are presented. How monetary survey show linkages among real sector, government and BoP are reviewed. Central bank's balance sheet and monetary policy including Taylor rule, money multiplier, and velocity of money are computed.

Week 9: Monetary analysis: Money Overhang and Real Monetary Condition Index is analyzed. Linkages among monetary policy, fiscal policy and exchange rate policy with respects to monetary policy and external debt are discussed with a samples from Hungary and Iceland. Exchange rate risk and financial market risk are reviewed.

Week 10: Solow Model: Total factor productivity analysis using Cobb-Douglas production function is presented.

Week 11: Overlapping Generations Model and Its implication to Fiscal Policy

Week 12: Ramsey Model with Simulation Analysis

Week 13: An Introduction to General Equilibrium Analysis

Week 14: General Equilibrium Model Building

Week 15: Introduction to International Macroeconomic Analysis. Trilemma in international macroeconomic theory is presented and discussed.

Notes:

1. The schedule is subject to changes depending on the readiness and progress of the class.
2. Mathematics and statistics such as differentiation and linear algebra relevant to the lecture will be reviewed in the class when and if necessary.

Texts & References テキスト・参考文献など
Will be announced when necessary.
Evaluation 成績評価
In-class quiz and homework (30%), mid-term exam (35%) and final exam (35%)
Language(s) for instruction & discussion; Others 授業での使用言語・その他
English

(On-Line Course Syllabus: http://www.gsid.nagoya-u.ac.jp/sotubo/International_Development_Economics_2018-2019_Syllabus.html)

Schedule 計画

Refer to the On-Line Syllabus for the details.

This course deals with the international aspects of economic development, the frontier-yet-fundamental issues of 'Development Management under Globalization (グローバリゼーション下の開発マネジメント)'.

The course covers selected topics such as:

- 1) economic development under the changing environment of globalization (risks and benefits associated with globalization, rise and demise of the East Asian growth model, Africa's marginalization, convergence club under globalization);
- 2) international trade and development (inward- vs. outward-oriented development strategies and trade reforms, regionalism vs. multilateralism, WTO and industrial promotion);
- 3) external finance of development (ODA, FDI and multilateral corporations, portfolio flows, debt & financial crises);
- 4) managing open-economy development (BOP management, the order of liberalization, exchange rate regimes and monetary policy rules, fiscal sustainability, crisis management); and
- 5) toward governance and quality of growth under globalization (growth, inequality, and poverty reduction under globalization).

This course will consist of presentations/lectures by Prof. Otsubo, assigned presentations by students on country cases, and classroom discussions after presentations.

Texts & References テキスト・参考文献など

Main Textbook/Reader for Globalization and Development

Shigeru T. Otsubo, ed. (2016). *Globalization and Development*.

London:Routledge. (Available as e-Books through the GSID Library.)

Volume I: Leading Issues in Development with Globalization FOR discussions on issues/topics;

Volume II: Country Experiences FOR country case studies; and

Volume III: In Search of a New Development Paradigm FOR paradigm

discussions for the globalized Post-MDGs (or SDGs) era.

Main Textbook for Development Economics

Michael P. Todaro, Stephen C. Smith, *Economic Development*, 12thedition (2015), Pearson. (Only selected chapters.)

For further details, refer to the On-Line Syllabus.

Evaluation 成績評価

A take-home open-book exam (final exam) will be required. Student group presentations/discussions on country case studies (from the GAD Volume II) will also be evaluated for academic credits and grading.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Evaluation 成績評価

Test or Report (50%)

Presentation (30%)

Contribution (20%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English (main)/Japanese

implementing TSA – case study on Nigella.

Week 6: Accrual Accounting and Government Financial Management Information System (GFMIS): difference between cash based accounting and accrual account and impact of GFMIS, readiness of GFMIS and difficulties in implementing GFMIS.

Week 7: Cash management and macroeconomic forecasting: improving reporting quality of cash spending and cash inflow in line ministries and top-down ceiling derived from macro-economic forecasting – case study on Jordan.

Week 8: Public expenditure management and public investment management: Role of the ministry of finance and ministry of planning – case study on Iraq.

Week 9: Debt management: structure of debt management department on functional base or instrument base.

Week 10: Coordination among PFM, fiscal policy and monetary policy: the impact of each policy on financial markets – case study on Brazil.

Week 11: Medium Term Debt Management Strategy (MTDS): Why MTDS is important and how it has to be reflected in borrowing plan and budgeting.

Week 12: Risk management in on-lending and guarantees and technique in risk management: Value at risk, duration and scenario simulation for contingent liabilities.

Week 13: Asset-liability management and government security market promotion. How to diversify debt instrument and investor base with announcement of borrowing calendars and communicating with investors.

Week 14: Bond secondary market: Auction system and primary dealer system.

Week 15: Internal and external auditing – experiences in JICA lending and technical assistance activities.

Notes:

1. The schedule is subject to changes depending on the readiness and progress of the class.

Mathematics and statistics such as differentiation and linear algebra relevant to the lecture will be reviewed in the class when and if necessary.

Texts & References テキスト・参考文献など

Will be announced when necessary.

Evaluation 成績評価

In-class quiz and homework (30%), mid-term exam (35%) and final exam (35%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

1.Todaro, Michael, et al (2002) Economic Development, Eighth edition, Addison-Wesley
2.Krugman, Paul and Maurice Obstfeld (2002) International Economics: Theory and Policy, Sixth edition, Addison-Wesley

References:

- 1.Takatoshi Ito, (2007) "Asian Currency Crisis and the International Monetary Fund, 10 Years Later: Overview, Asian Economic Policy Review," Vol. 2, Issue 1. Blackwell Publishing
- 2.Takatoshi Ito, (1992) The Japanese Economy, The MIT Press
- 3.Padma Desai, (2011) From Financial Crisis to Global Recovery, Columbia University Press
- 4.Stephen Spratt, (2009) Development Finance, Routledge
- 5.The World Bank, Global Development Finance
- 6.吉富 勝(2003)「アジア経済の真実」(東洋経済新報社)
- 7.大坪 滋編(2009)「グローバリゼーションと開発」(創成社)

Other articles will be introduced in the class.

Evaluation 成績評価

Participation in the class discussions (20%), presentations on national income accounting, financial crisis, and policy mix (60%), and group reports on policy mix (20%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Development Macroeconomics is prerequisite to enroll in this course.

Texts & References テキスト・参考文献など

James Mak, 2004, TOURISM AND THE ECONOMY, University of Hawaii Press, ISBN:0-8248-2789-9.

References:

Charles R. Goeldner and J. R. Brent Ritchie, 2012, Tourism Principles, Practices, Philosophies Twelfth Edition, WILEY, ISBN: 978-1-118-07177-9.

Various reports by UNWTO.

Evaluation 成績評価

Attendance: 10% Presentation: 50% Term paper: 40%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Students are required to make presentations.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

| English (main)/Japanese |

(和文) FASID, 200, 『開発援助のためのプロジェクト・サイクル・マネジメント : 参加型計画編【2007年3月改訂第7版】』¥2,571

Evaluation 成績評価

Attendance: 90% Presentation: 10%

* Series of all workshop should be attended.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Students are required to participate actively.

The maximum number of student of this class is 10. Students are divided into two groups.

Critical approach to security: securitization theory

Critical approach to security: Copenhagen school

Security as emancipation

Participants' engage I

Participants' engage II

Texts & References テキスト・参考文献など

A list of references will be provided during the first class

Evaluation 成績評価

Essay and in-class presentations

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Evaluation 成績評価
Evaluation will be based on participation in class, a presentation based on one of the major course themes by each student, and a short research paper based on the same topic as the presentation.
Language(s) for instruction & discussion; Others 授業での使用言語・その他
English

Materials will be supplied.

References:

Crawford, *Brownlie's Principles of Public International Law*. Oxford UP

Evans (ed.), *International Law*. Oxford UP

Harris (ed.), *Cases and Materials on International Law*, Sweet & Maxwell

Shaw, *International Law*. Cambridge UP

Evaluation 成績評価

Course Performance: 30%

Written Examination: 70%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

8. Rules on Trade in Goods (4): Other rules – SPS, TBT, anti-dumping
9. Rules on Trade in Services (1) Scheduling Concessions
10. Rules on Trade in Services (2): General and Security Exceptions
11. TRIPS
12. Case Study (1)
13. Case Study (2)
14. Case Study (3)
15. Summary and assessment

Texts & References テキスト・参考文献など

Peter Van den Bossche and Werner Zdouc, The Law and Policy of the World Trade Organization (3rd ed., Cambridge University Press, 2013)

Mitsuo Matsushita, Thomas J. Schoembaum and Petros C. Mavroidis, The World Trade Organization: Law, Practice, and Policy (2nd ed., Oxford University Press, 2006)

Evaluation 成績評価

Contribution to class: 20%, Final exam; 80% (if there is interim report, 30% + Final Exam 50%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Texts & References テキスト・参考文献など
A list of text and references will be provided.
Evaluation 成績評価
Essay and in-class presentations.
Language(s) for instruction & discussion; Others 授業での使用言語・その他
English

12	Global governance and the environment
13	Student presentations
14	Student presentations
15	Student presentations
Texts & References テキスト・参考文献など	
The instructor will provide readings to guide the class discussions each week. The basic text will be Baylis, Smith and Owens, <i>The Globalization of World Politics</i> , 4 th edition.	
Evaluation 成績評価	
Evaluation will be based on participation in class discussion, one major presentation on an issue related to governance, and a short research paper based on the same topic.	
Language(s) for instruction & discussion; Others 授業での使用言語・その他	
The class will be conducted in English.	

Materials for this course will be supplied.

Evaluation 成績評価

Grades will be assessed on the basis of active participation in discussions (40%) and a report based on the pleading or judgement (60%).

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Schedule 計画

1. Impact of FDI, current trend of FDI
2. Structure of International Investment Agreements (IIAs) – Substantive and Procedural Protection of Foreign Investment and Japan's Investment Treaty Practice
3. Substantive Obligations in IIAs (1): Concepts of 'Investment', National Treatment and Most-Favoured-Nation Treatment Obligations, Transfer of Capital
4. Substantive Obligations in IIAs (2): Fair and Equitable Standard of Treatment, Full Protection and Security, 'Umbrella Clause'
5. Substantive Obligations in IIAs (3): Expropriation and Exceptions to Substantive Obligations – Balancing Competing Interests in IIAs
6. Investment Arbitration (1): Overview of Investment Arbitration – ICSID, UNCITRAL and Other Arbitration Rules and Conditions to Establish Jurisdiction
7. Investment Arbitration (2): Some Interpretative Issues of IIAs and Remedies in Investment Arbitration
8. Summary on IIAs: developing trends in international trade and investment law: perspectives on regional Free Trade Agreements/Economic Partnership Agreements
9. Domestic regulations on inward FDI (1): a case of Japan
10. Domestic regulations on inward FDI (2): SEZs
11. Domestic regulations on inward FDI (3): SEZs
12. Corporate Social Responsibility in international law (1): overview
13. Corporate Social Responsibility in international law (2): force of 'soft-law'
14. Corporate Social Responsibility in international law (3): counterclaims in investment arbitration
15. Summary and assessment

Texts & References テキスト・参考文献など

P. Muchlinski, *Multinational Enterprises and the Law* (2nd edn.) (OUP 2007)
R. Dolzer and C. Schreuer, *Principles of International Investment Law* (2nd edn.) (OUP 2012)

Evaluation 成績評価

Contribution to class: 20%, Final exam: 80% (if there is interim report, 30% + Final Exam 50%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

U. Beyerlin and T. Marauhn, *International Environmental Law*, Hart Pub (2011);
松井芳郎著『国際環境法の基本原則』東信堂 (2010)

< Recommended Reference Books and Other Study Material >

P. Birnie, A. Boyle and C. Redgwell, *International Law & the Environment*, Third edition, Oxford University Press (2009).

Other materials are to be informed in the class.

Evaluation 成績評価

Class participation (50%) and final report (50%). All students are expected to do the assigned reading of Japanese and/or English literature, and based on which, do presentations and participate actively in discussions.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

Japanese and English

Other materials will be distributed when necessary.

Evaluation 成績評価

The students are required to attend all classes and actively participate in discussion.

The evaluation is based on (1) fulfillment of the tasks assigned during classes, and (2) two written exams.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

are changes of liberalism in the course of adapting itself to different contests? How does liberalism support welfare states to reconcile the conflict between democracy and capitalist development?

5. Libertarianism

- Why does libertarianism criticize welfare state justified by liberalism. Who would benefit from politics of Libertarianism? Does Libertarianism maximize human freedom? What is the relationship between Libertarianism and Neo-liberalism?

6. Justice and Capability

- How can equality be conceptualized, measured and achieved? How various political theories can be examined in the context of development studies and practices. What are contribution and challenge of capability approach on equality.

Part II: Politics of Differences and Recognition

- This part deals with various social-cultural differences and inequalities associated with religion, ethnicity and gender to explore how equal society could be realized.

7. Communitarianism

- Why does communitarianism criticize liberalism? Why do they focus on boundaries and identities of social groups and “common goods”? How does the tension between principle of equality and priority to minorities can be contentious and reconciled?

8. Multiculturalism

- How did multiculturalism emerge from the liberal-communitarian controversies? What is the difference between communitarianism and multiculturalism? How does the tension between individual rights and minority groups' rights can be reconciled?

9. Feminism

- What are contribution of feminism to the political theories? Why was the gender inequalities ignored by liberalism despite its emphasis on equality of individuals? What are differences among feminism?

10. Redistribution and Recognition

- What are relationships between redistribution and recognition? How more equal society can be pursued in the two different but intertwined political aspects?

Part III: Radical Democracy in Divided Societies

- The Part III investigates how opposing people or social groups who uphold different interests and moralities can coexist in seriously divided societies.

11. Citizenship Theory

- How do citizen theories attempt to combine the liberal principle of individual rights and

contribution to communities? What are importance and difficulty to demand civic virtue from citizens? What kinds of political units are desirable for citizenship?

12. Deliberative Democracy

- What is “deliberative turn” in political theories? Can deliberation reconcile antagonism among different social groups in divided societies? Can everyone participate in deliberation? How is it possible to open deliberation channels for the marginalized?

13. Religion and Public Sphere

- Why do modern Western political theories uphold secularization of politics and what are their problems? What are new approaches and problems to “tame” and include religion into public sphere? How should religious discourses be treated in public sphere?

14. Agonistic Democracy

- Why does the agonistic democracy regard it is impossible and inappropriate to uphold harmonious agreement? How does agonistic democracy attempt to tame irreconcilable antagonism? What is the difference of antagonism and agonism?

15. Submission of Term Paper

- Analyze causes and characteristics of inequalities and conflicts in specific societies with using political theories we studied in the course. Suggest also possible theoretical remedies to the problems.

Texts & References テキスト・参考文献など

The lecturer presents in the first session.

Evaluation 成績評価

S (100-95), A (94-85), B (84-75), C (74-60), F (59-0)

a) Attendance and Discussion (39 points: 3p * 13 sessions)

- Students are not only required to attend sessions but also actively discuss. Silent attendance will not be scored. Absence with reasons will be scored 1point.

b) Presentation of Reading Materials (21 points)

- At least one student will be required to have presentation on each reading material in a session. The presentation must not exceed more than 20 minutes. Presenters are expected to share critical remarks on texts after briefly summarizing essences of texts. I evaluate sincere intellectual engagement with texts. Mere summarization will not get high scores.

c) Term Paper (40 points)

- Papers which include critical review of related materials, logical arguments with

appropriate data, and original findings will get high score. Simple summarization of texts or undemonstrated personal statements must be avoided.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

14. Discussion

15. Conclusion

Texts & References テキスト・参考文献など

Michael J. Trebilcock and Mariana Mota Prado, *Advanced Introduction to Law and Development*, Edward Elgar, 2014.

Evaluation 成績評価

Mid-term essay, End-term essay, Contribution to class

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

English

Evaluation 成績評価 Students are required to attend all classes and participate actively in discussion. The evaluation will be based on presentation, short answers, and term paper.
Language(s) for instruction & discussion; Others 授業での使用言語・その他
English

6. State-Business Relation

- What is “rent seeking”? What are “developmental” relations between a state and businesses? What are desirable distance between politics and business sector? How can a state maintain its relative autonomy from the businesses?

7-8. Civil Society

- What are differences between the liberal and Marxist thoughts on civil society? What are functions of civil society to supplement functions of the state for deepening democracy?

9. Discourse Analysis and Hegemonic Struggle

- How political actors (subjects) can be analyzed as social constructs? What are hegemonic discourses and counter-hegemonic discourses in contemporary politics? What are impacts of disciplinary intervention by developmental projects on the poor?

10. Populism

- What are impacts of class division on electoral politics? Why electoral democracy often fails to represent interests of the marginalized? What constitutes “the people”? How is it possible to construct democracy which do not exclude “others”?

11-12. “Un-civil Society” and the Poor

- Why civil society does not always succeed in including the poor into civil society? What would be characteristics of “uncivil society”? How does it help or oppress the poor? How do the poor exercise their agency in civil and un-civil society?

13-14. Anarchist Inquiry

- Why do states promote “simplifying” and “legibility” of society? Why such state’s projects often fail? What are the advantages and disadvantages of “official order” and “vernacular order” to promote welfare of people? What would be a developmental projects or practices respect vernacular order? What would be “best mix” of two social orders?

15. Term Paper

Texts & References テキスト・参考文献など

Evaluation 成績評価

Language(s) for instruction & discussion; Others 授業での使用言語・その他

Mid-term essay, End-term essay, Contribution to class

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

English

Evaluation 成績評価

Participation and discussion: 30%

Final Essay: 70%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Students wish to register this class must attend the first class on Thursday 4 October 2018.

If a student failed to attend the first class and still wishes to register, he or she must obtain prior approval.

English

Students wish to register this class must attend the first class on Thursday 12 April 2018.

If a student failed to attend the first class and still wishes to register, he or she must obtain prior approval.

Jul 12	Social meanings of knowledge (2) Literacy Literacy in which language? Literacy for income generation Literacy for empowerment Rural life, urban life, and utility of literacy
Jul 19	Presentation of term papers
Texts & References テキスト・参考文献など	
To be announced.	
Evaluation 成績評価	
<p><u>Preparation for class discussion</u> 30%</p> <p>Preparation includes (1) reading the assigned articles/book chapters; (2) submitting comment papers in response to the questions given by the instructor</p>	
<p><u>Class participation</u> 30%</p> <p>In the class, the instructor will lead the discussion based on the opinions raised in students' comment papers.</p>	
<p><u>Individual paper</u> 40%</p> <p>Students are assigned to write a paper on educational issues in relation to one or some of the theories learned in the class. Details will be explained later. The submission deadline of the paper is <u>July 31, 2018</u>.</p>	
Language(s) for instruction & discussion; Others 授業での使用言語・その他	
English	
英語	

- Key performance indicators across different policy framework
- Result chain of activity, output and outcome level indicators
- Data collection and reporting

Session 7: Costing and Financing Plan

- Concept and method of Financial Simulation Model

Session 8-9: Practical Method of Financial Simulation Model

- Finding context of a country
- Collecting necessary information
- Setting baseline and target of education indicators
- Consideration of financial gap and predicted scenarios of operational plan.

Session 10: Case Study on Context Affecting Educational Development Planning

- Comparative analysis of educational policy and strategic plan in the case of different countries

Session 11: Education Policy Assessment

- Introduction of qualitative analysis
- Introduction of quantitative analysis

Session 12: Project/Policy Assessment Methodology I

- Internal and external efficiency
- Basic concept of regression analysis

Session 13: Project/Policy Assessment Methodology II

- Difference in Differences (DiD) analysis
- Fixed effect model, random and mixed effect model
- Cost-Effective analysis

Session 14: Project/Policy Assessment Methodology: III

- Difference in Differences (DiD) analysis
- Fixed effect model, random and mixed effect model
- Cost-Effective analysis

Session 15: Wrap up of the course

Texts & References テキスト・参考文献など

Lecture materials will be announced or provided through website or any other means.

Below are useful references.

- Cummings, W. K. and Williams, J. H. 2008. *Policy-Making for Education Reform in Developing Countries: Policy Options and Strategies*. London: Rowman & Littlefield Education.
- Haddad, W. D. and Demsky, T. 1995. *Education Policy-Planning Process: An Applied*

<p><i>Framework. Fundamentals of Educational Planning</i> 51. IIEP. Paris: UNESCO.</p> <ul style="list-style-type: none"> • UNESCO and GPE. 2015. <i>Guidelines for Education Sector Plan Preparation</i>. IIEP Paris: UNESCO. • Hallak, J. and Caillods, F. 1995. <i>Educational Planning: The International Dimension</i>. IIEP Paris: UNESCO. • Ogawa, K., Nakamuro, M. and Hoshino, E. 2009. "Cost-Effectiveness Analysis of Education Project Evaluation by Randomized Experiments: The Case of Kenya". <i>Journal of International Cooperation in Education</i>. Vol. 12. No. 1. pp.29-42. Hiroshima University. • Richard, S. and Mahieddine, S. 1997. <i>Functional Analysis (Management Audits) of the Organization of Ministries of Education</i>. Fundamentals of Educational Planning 54. IIEP Paris: UNESCO. • Sutton, M. and Levinson, B. 2001. <i>Policy as Practice: Toward a Comparative Sociocultural Analysis of Educational Policy</i>. London: Ablex Publishing. • Woodhall, M. 1997. <i>Cost-benefit Analysis in Educational Planning</i>. Fundamentals of Educational Planning 80. IIEP Paris: UNESCO.
Evaluation 成績評価
Grades are based on every class's participation (30%), weekly assignment (30%), and final individual paper (60%).
Language(s) for instruction & discussion; Others 授業での使用言語・その他

<ul style="list-style-type: none"> ● Colonial past and its post-colonial effects <p>Dec. 6 No class (business trip)</p> <p>Dec. 13 Conflict and political struggle</p> <p>Dec. 20 International trade and industrial development</p> <p>Jan. 10 Work, employment, and skills</p> <p>Jan. 17 Education, health, and social development</p> <p>Jan. 24 Presentation of term papers</p>
Texts & References テキスト・参考文献など
<p>Moss, Todd J. (2011). <i>African Development: Making Sense of the Issues and Actors</i>. Lynne Rienner.</p> <p>Thomson, Alex (2016). <i>An Introduction to African Politics</i>, Routledge.</p> <p>Dowd, Robert A. (2015). <i>Christianity, Islam, and Liberal Democracy: Lessons from Sub-Saharan Africa</i>, Oxford University Press.</p> <p>Akyeampong, Emmanuel, Robert Bates, and Nathan Nunn (eds)(2014). <i>Africa's Development in Historical Perspective</i>, Cambridge University Press.</p>
Evaluation 成績評価
<p>Preparation for class discussion 30%</p> <p>Class participation 30%</p> <p>Individual paper 40%</p>
Language(s) for instruction & discussion; Others 授業での使用言語・その他
<p>English</p> <p>英語</p>

Part II: Country Level Partnership

Session 7: Necessity and Complexity of Aid Management in a Country

- Donors, Implementors and the Government
- Sector Wide Development Mechanism and International/Regional Commitment

Session 8: Impact of Context on Partnership Mechanism in a Country

- Syrian Conflict, EU and Middle East
- Common Results Framework, Jordan Response Plan Framework and UNSDF Results Framework

Session 9: Partnership and Coordination for Education Policy Planning and Implementation

- Partner's Financial Support Mapping
- Coordination Structure with the Ministry of Education

Session 10: Case Study on the Development Partnership and Ministry

- Jordan, Afghanistan and Timor-leste

Part III: Assessment Analysis Using International Student Assessment Data

Session 11: Usefulness of International Comparable Data

- Global Situation on Education
- Comparative Analysis of School Effectiveness Researches

Session 12: School Effectiveness Research Methodology I

- Education Production Function
- Basic Concept of Regression Analysis

Session 13: School Effectiveness Research Methodology II

- School Factor vs. Pre-School Factor
- Conceptual Framework of School Effectiveness Research

Session 14: School Effectiveness Research Methodology III

- Finding School Effectiveness using PISA Data
- Application of School Effectiveness Research

Session 15: Wrap up of the course

Texts & References テキスト・参考文献など

To be announced

Evaluation 成績評価

Grades are based on every class's participation (20%), weekly assignment (30%), and final individual paper (30%).

Language(s) for instruction & discussion; Others 授業での使用言語・その他

- The lecture and discussion will be conducted in English.
- There will be reading materials which students themselves have to photocopy and to cover the copy charges.
- Course schedule may be changed depending on the progress of courses and participant's specific interests

Part III: Current issues of development

- ⑨ Poverty alleviation and development
- ⑩ Aid and development
- ⑪ Politics, governance and development
- ⑫ Security and development
- ⑬ Environment and development
- ⑭ Gender and development
- ⑮ Conclusion: The future of development

Texts & References テキスト・参考文献など

Kingsbury, D., et al. 2012. *International Development: Issues and Challenges*. 2nd ed. Hampshire: Palgrave Macmillan

Peet, R. & E. Hartwick. 2015. *Theories of Development: Contentions, Arguments, Alternatives*. 3rd ed. New York: The Guilford Press.

Sumner, A. & M. Tribe. 2008. *International Development Studies: Theories and Methods in Research and Practice*. London: Sage Publications

Evaluation 成績評価

Term paper (70%) and participation in classroom discussions (30%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Part IV: Contesting policies: Stories about poor people's struggles

- ⑪ Recoveries of space and subjectivity in the shadow of violence (India)
- ⑫ Mobilizing agrarian citizenship: A new rural paradigm for Brazil
- ⑬ The land is changing: Contested agricultural narratives in northern Malawi

Part V: Policy interventions and social change

- ⑭⑮ Classroom Debate

“Policy interventions inevitably create marginalisation of the poor.”

Texts & References テキスト・参考文献など

Baldock, J. , et al. eds. 2003. *Social Policy*. 2nd ed. Oxford: Oxford University Press.

De Haan, A. 2007. *Reclaiming Social Policy: Globalization, Social Exclusion and New Poverty Reduction Strategies*. Hampshire: Palgrave Macmillan.

Esping-Andersen, G. 1999. *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press.

McMichael, P. ed. 2010. *Contesting Development: Critical struggles for social change. Studies: Theories and Methods in Research and Practice*. New York: Routledge

Evaluation 成績評価

Term paper (70%) and participation in classroom discussions (30%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

participate in the Overseas Field Work (OFW) and/or in the Domestic Field Work (DFW).

Schedule 計画

Seminar schedule is discussed and fixed at the start of each semester. A designated Seminar Coordinator coordinates/adjusts our seminar schedule in consultation with the professor and participating members.

Texts & References テキスト・参考文献など

To be discussed and determined in the seminar meetings.

Evaluation 成績評価

Participation, presentations, and research progress are comprehensively evaluated.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

<p>Week 4: Monetary Survey : roles of central bank and commercial banks in the economy. How monetary survey show linkages among real sector, government and BoP.</p>
<p>Week 5: Linkages among monetary policy, fiscal policy and exchange rate policy. Monetary policy and external debt – Hungary and Iceland</p>
<p>Week 6: Financial sectors and finance in development is discussed. Role of financial market and banking sectors in promoting economic growth is analyzed. How financial sectors are related with real sector, balance of payments and public sector are briefly reviewed.</p>
<p>Week 7: Duration, convexity and immunization strategy are explained with an emphasis on duration as a risk management tool.</p>
<p>Week 8: Equity market is analyzed. Capital Asset Pricing Model (CAPM) and Discounted Dividend Model (DDM), auto-regressive model and factor model are introduced. Derivatives including options is briefly discussed.</p>
<p>Week 9: Monte Carlo simulation is introduced with brief reviews on statistics and statistical distribution.</p>
<p>Week 10: Risk management is overviewed with introduction of Value-at-Risk by historical data method and delta method.</p>
<p>Week 11: Introduction to Public Financial Management</p>
<p>Week 12: Fiscal sustainability and linkage with other sectors of the economy.</p>
<p>Week 13: Risk management in on-lending and guarantees and technique in risk management: Value at risk, duration and scenario simulation for contingent liabilities.</p>
<p>Week 14: Asset-liability management and government security market promotion. How to diversify debt instrument and investor base with announcement of borrowing calendars and communicating with investors.</p>
<p>Week 15: Bond secondary market: Auction system and primary dealer system.</p>

Texts & References テキスト・参考文献など
Will be accounted when necessary.
Evaluation 成績評価
In-class quiz and homework (30%), mid-term exam (35%) and final exam (35%)
Language(s) for instruction & discussion; Others 授業での使用言語・その他
English

Evaluation 成績評価
Preparation for class discussion 30%
Class participation 30%
Individual paper 40%
Language(s) for instruction & discussion; Others 授業での使用言語・その他
English
英語

Washington DC: World Bank.

Evaluation 成績評価

Grades are based on class participation (40%), presentation on research in progress (60%),

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Evaluation 成績評価
Preparation for class discussion 30%
Class participation 30%
Individual paper 40%
Language(s) for instruction & discussion; Others 授業での使用言語・その他
English
英語

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Conteh, C and Ohemeng, F.L. K.(2009) 'The politics of decision making in developing countries', *Public Management Review*, 11: 1, 57 — 77

Dale, R. (2003). The logical framework: an easy escape, a straitjacket, or a useful planning tool? *Development in Practice, Volume 13, Number 1*, 57-70

Gastelum Lage, J. 2012 'To what extent does social policy design address social problems? Evidence from the "70 y más" programme in Mexico', *Development in Practice* 22(7): 1044-1056.

Mooij, J. (2007). 'Is there an Indian Policy Process? An Investigation into Two Social Policy Processes', *Social Policy and Administration*, Vol 41, No 4, pp. 323-338

Mosse, D. 2004 'Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice', *Development & Change* 35(4): 639-671.

ODI (2004). 'Bridging Research and Policy in International Development', *ODI Briefing Paper*,

Available <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/198.pdf>

pdf

Pioccotto and Weaving (1994). 'A New Project Cycle or the World Bank', *Finance and Development*, Vol 31 (4)

Thomas, A. (1999) 'What makes good development management', *Development in Practice*, Vol 9, pp. 9-17

S.C.White (1996). 'Depoliticising Development: The Uses and Abuses of Participation', Vol 6, 1, pp 6-15

Yang, R (2014). An investigation of stakeholder analysis in urban development projects: Empirical or rationalistic perspectives, *International Journal of Project Management*, 52, 5: 838-849

Evaluation 成績評価

100% coursework. This will involve the construction of an international development project and include a logical framework

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Texts & References テキスト・参考文献など
教科書：Jinjun Xue (ed.), Low-carbon Economics, The World Scientific, 2013.
参考書：Nicholas Stern, The Economics of Climate Change: The Stern Review, Cambridge University Publisher, 2007.
Evaluation 成績評価
Attendance and Presentation 出席および研究発表により総合勘案します。
Language(s) for instruction & discussion; Others 授業での使用言語・その他
予備学習の指示 環境経済学、開発経済学
履修条件・注意事項 場合によって一部の内容の変更もあります。 This course will be taught in English.

Expanding Public Services: The Development of Administrative State, Welfare State, New Public Management (NPM) and Government Restructuring.

4 How Administrative Government Evolved

The Executives, Agency and Civil Service System based on the Parliamentary System: The Cabinet, Creation and Termination of Agencies Appointment

5 How Administrative Government Evolved

Intergovernmental System and Local Governance: Decentralization, Local Autonomy and Local Executives in Prefectures and Municipalities based on the Presidential System

6 Bureaucratic Behaviors and Bureaucratic Autonomy: Function and Dysfunction

Foundational Theory of Bureaucracy, Organization and Administration

7 Bureaucratic Behaviors and Bureaucratic Autonomy: Function and Dysfunction

Behavior: Organizational Learning, Culture and Structure versus Turf-War

8 Bureaucratic Behaviors and Bureaucratic Autonomy: Function and Dysfunction

Policy-making: Agenda Setting and Rulemaking versus Street-level Bureaucracy

9 Bureaucratic Behaviors and Bureaucratic Autonomy: Function and Dysfunction

Regulation, Deregulation versus Capture Theory and Red Tape

10 Internal Control over Bureaucracy

Bureaucratic Performance, Bureaucratic Capacity and Public Service Motivation

11 Internal Control over Bureaucracy

Human Resource Management and Budgetary System

12 Internal Control over Bureaucracy

Planning, Evaluation and Accountability

13 External Control over Bureaucracy

Controlled outside of Bureaucracy: Constitutional Oversight by the Courts, the Pressure by Interest Groups, Inter-organizational Networks and Geography

14 External Control over Bureaucracy

Interaction with Citizens: Participation, Public Referendum, Social Movements, Representative Bureaucracy and Geography.

15 External Control over Bureaucracy

Wrap up and Group Presentation: TBD

Texts & References テキスト・参考文献など

I will upload the syllabus and the reading list in our first class. All readings in the syllabus are required unless marked as optional. The readings and related materials can be found on the NUCT or Canvas (which I show you later) site for the course. We also highly recommend reading a national newspaper regarding Japanese public policy (the New York Times, the Wall Street Journal, the Los Angeles Times, the Daily Yomiuri, and the Nikkei

Asian Review, among others) so that you are aware of public policy development in Japan that emerge this semester.

Evaluation 成績評価

Grades will be earned on the basis of five components: class participation, two writing assignments (2-3 pages each) in the semester, and final presentation and papers (7-8 pages). The final assignment consists of 2-4 member group work and papers written individually.

(20%) The class participation grade is based on participation and attendance in the class.

(20%) Writing Assignment #1 will cover material through Lecture 5

(20%) Writing Assignment #2 will cover material from Lecture 6 through Lecture 9

(20%) Final Presentation in the final session.

(20%) Final Assignment

Language(s) for instruction & discussion; Others 授業での使用言語・その他

Two points are noted:

First, this course addresses theories generated in Japan and the U.S. and which have evolved over time. Public administration studies were born in the U.S. in the 19 century. Public Administration in Japan was significantly affected by U.S. studies, especially administrative theory, organizational theory and bureaucratic politics in the U.S., although the reality of the democratic system and the challenges are very different. As a result, Japanese public administration theory has developed from two directions, namely the theoretical and the practical: it mainly imported U.S. theory, on the other hand, the challenge surrounding government affairs in Japan has been tackled apart from theory. However, theory has evolved and diverged by incorporating other social sciences, such as theoretical research and empirical research since the 1990s.

Second, this course sometimes refers to political science, sociology, management, public law and public finance due to the fact that these studies are also related to public bureaucratic organizations. However, these are not exhaustively examined in consideration time constraints. Please review the related materials on your own and do not hesitate to ask questions. Please note that electronic devices (laptops, tablets, phones) are not allowed in class. Studies show that the use of electronic devices in class degrades the comprehension and performance not only of the student using the device, but also of the surrounding students. My aim is to create a space where our attention can be focused upon the lecture, the readings, the themes with which we are engaged, and the ensuing discussions. I will also make slides available at NUCT the day prior to class so that you can print them if you wish for better note taking. You should bring copies of the course texts with you to class and please take notes on paper.

(2) Japanese students are required to make a presentation or submit a report on a given issue within 3000 words in English.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

Direction for preliminary study: Theories of economic development, micro and macroeconomics.

Notice to students: Free question and discussion is welcome.

12. Intercultural training methods: Behavioral learning

13. Intercultural training methods: Ethics

14. Intercultural training methods: Evaluation

15. Summary and synthesis

Texts & References テキスト・参考文献など

No textbooks are assigned

Evaluation 成績評価

Presentations=80%

Participation=20%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

This course is offered in conjunction with G30, NUPACE and GSID.

14) Preparation for presentation

15) Final presentation & discussion

Texts & References テキスト・参考文献など

Reading assignments are distributed at each lecture

Evaluation 成績評価

a) Contribution to fruitful discussion at ordinary seminar_30%

b) Positive participation to School Visits _30%

c) Efforts for Final presentation and discussion _40%

Language(s) for instruction & discussion; Others 授業での使用言語・その他

Instruction and discussion on the university campus will be conducted in English. During school visit on site, Japanese language is spoken (discussion will be held in English).

Texts & References テキスト・参考文献など
なし
Evaluation 成績評価
報告、議論などを総合的に勘案し、評価する。
Language(s) for instruction & discussion; Others 授業での使用言語・その他
日本語 Japanese
<ul style="list-style-type: none"> ・飲み物はOK。食べ物は音を立てず、汚さなければOK。演習時間中のスマホや携帯の使用は不可（ただし、どうしてもネットで調べた方がよい場合はOKとする）。 ・評価は、平常点（報告内容、発言内容、司会）と後期末のレポート（前期後期のテーマに関連するレポート）。 ・文献の内容をまとめるうえで、対象となる文献のみならず、関連文献を読みこんだうえで報告をすれば評価は高くなる。 ・文献については、書物の場合には、各自入手すること。論文の場合には、こちらでコピーして配布することもある。

合った議論ができる。

Schedule 計画

前期は自治体行政・政策における基礎的な知識、自治体活動を理解する上での重要文献、

各自の問題関心に合わせたテーマの文献の購読を行う。

前期の途中と夏休みには、フィールドワークも兼ねて他大学との合同演習を企画している。

Texts & References テキスト・参考文献など

最初の文献については例として下記の本を考えているが、受講者の関心に合わせて適宜変更する。政策学、自治体行政、行政学、社会学、経済学、法社会学等の文献をディスシプリンにこだわらず多様な観点から輪読する予定である。

<家族政策・社会政策・教育政策>

前田正子『保育園問題』中公新書、2017年。

山脇由貴子『告発 児童相談所が子どもを殺す』文春新書、2016年。

櫛部武俊他『釧路市の生活保護行政と福祉職・櫛部武俊』公人社、2014年。

南後由和『ひとり空間の都市論』、ちくま新書、2018年。

秋山千佳『ルポ 保健室』朝日新書、2016年。

慎泰俊『ルポ 児童相談所: 一時保護所から考える子ども支援』ちくま新書、2017年。

中澤渉『日本の公教育 - 学力・コスト・民主主義』中公新書、2018年。

井戸まさえ『日本の無戸籍者』、岩波新書、2017年。

<地域振興・まちづくり>

諸富徹『人口減少時代の都市: 成熟型のまちづくりへ』中公新書、2018年。

石井幸孝『人口減少と鉄道』、朝日新書、2018年。

猪谷千春『つながる図書館』ちくま新書、2014年。

円城寺雄介『県庁そろそろクビですか?』小学館新書、2016年。

蒲田正樹『驚きの地方創生「京都・あやべスタイル」』扶桑社新書、2016年。

佐々木信夫『老いる東京』KADOKAWA新書、2017年。

山田朝夫『流しの公務員の冒険 霞が関から現場への旅』時事通信社、2016年。

森まゆみ『反骨の公務員 町をみがく』亜紀書房、2014年。

柴田久『地方都市を公共空間から再生する: 日常のにぎわいをうむデザインとマネジメント』学芸出版社、2017年。

木下斎『福岡市が地方最強の都市になった理由』、PHP研究所、2017年。

Evaluation 成績評価

出席・報告・授業中の積極的な発言・ゼミ運営への協力的な姿勢などを総合的に判断します。

毎回の開講前までに連絡なく欠席・遅刻があった場合は評価対象としません。

Language(s) for instruction & discussion; Others 授業での使用言語・その他

- ・日本語で実施。
- ・積極的な議論・ゼミ運営への参加をする人、フットワークが軽く好奇心が旺盛な人を歓迎します。
- ・合同ゼミは出来る限り参加するようにしてください。
- ・グループワークや他大学との合同演習があるため、他の学生との協調性、フリーライドしない姿勢が求められます。
- ・毎回の開講前までに連絡なく欠席・大幅な遅刻があった場合は評価対象としません。
- ・自治体職員など外部の方にお話を伺ったりする機会を設ける予定のため、言葉遣い、メールの書き方、礼儀（マナー）、などあらゆる面において、新社会人と同等の振る舞いを身につける/つけようとする自覚と意欲のある学生を求めます。

Language(s) for instruction & discussion; Others 授業での使用言語・その他

日本語

日本語

14	Results 2
15	Academic Writing Skills a Overview
Texts & References テキスト・参考文献など	
Research articles / writing samples will be distributed prior to each class.	
Evaluation 成績評価	
Your grade for this course will be based on four components:	
<ol style="list-style-type: none"> 1. Research Article / Writing Sample (40%). Example articles include brief research reports, “letter” style articles, and other short-form articles. Example writing samples include a single section of a manuscript, an introduction to a thesis, a methods section, etc. 2. Brief Reviews (40%) 3. Attendance (10%) 4. Participation (10%) 	
Language(s) for instruction & discussion; Others 授業での使用言語・その他	
This course is taught in English.	
Tips for how to do well:	
<ul style="list-style-type: none"> • Come to class! • Stay current with the readings and reviews! • Participate! 	

14 Academic Journals

15 Academic Writing Skills b Overview

Texts & References テキスト・参考文献など

Research articles / writing samples will be distributed prior to each class.

Evaluation 成績評価

Your grade for this course will be based on four components:

1. Research Article / Writing Sample (40%). Example articles include brief research reports, “letter” style articles, and other short-form articles. Example writing samples include a single section of a manuscript, an introduction to a thesis, a methods section, etc.
2. Brief Reviews (40%)
3. Attendance (10%)
4. Participation (10%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

This course is taught in English.

Tips for how to do well:

- Come to class!
- Stay current with the readings and reviews!
- Participate!

June 13: Links between Technical and Vocational Education and Training (TVET) and Firms

Part III: Effects of ICT on the Workplace

June 20: ICT and Changing Nature of Skills

June 27: Effects of ICT on the Workplace, Training and Skills Development

July 4: Skills for Improving the Lives of the Poor

July 11: Group Presentation

July 18: Wrap up

Texts & References テキスト・参考文献など

Reading materials will be distributed in class.

Evaluation 成績評価

To complete the course, students must actively participate in classroom discussions, presentations of assigned readings, and write a term paper. Participants' grades are based on class participation, presentation of assigned readings, and the term paper.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

Students are expected to have read the required readings before coming to the class.

June 19: Developing argumentation and debate skills: Exercise (2)
June 26: Developing argumentation and debate skills: Exercise (3)
July 3: Developing argumentation and debate skills: Exercise (4)
July 10: Debate session
July 17: Wrap up

Texts & References テキスト・参考文献など

Reading materials will be decided after consensus among participants will be reached on topics for argumentation and debate sessions.

Evaluation 成績評価

Grades will be determined based on class participation and assignments.

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

session-12: Use of Analytics in Indian industries – Guest Lecture

3 August

session-13: Role of ecommerce in social sustainability of emerging markets - Case

session-14: Innovation in emerging markets – an Indian perspective

session-15: Presentations & Course wrap-up

Texts & References テキスト・参考文献など

The course mainly uses teaching cases and articles written by the instructor. These will be uploaded on course website, one week prior to the course schedule

Evaluation 成績評価

Class participation (40%), attendance (40%) and presentations (20%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English

Session 7: Gap Analysis
Session 8: Writing Resumes and CVs
Session 9: Networking
Session 10: Completing job applications
Session 11: Communication and Presentation Skills
Session 12: Interview Preparations
Session 13: Interview Practices and Feedback
Session 14: Interview assessment
Session 15: Putting altogether and final presentations

Texts & References テキスト・参考文献など

Reference materials and reading assignments will be given at the beginning of the course.

Evaluation 成績評価

To successfully achieve the expected outcome, students must actively participate in classroom discussions, individual research, presentations of assigned readings and any other required assignment. The course evaluation will be based on:

Class participation and contribution to discussions (40%)

Individual work assignments (40%)

Final presentation (20%)

Language(s) for instruction & discussion; Others 授業での使用言語・その他

English