

Graduation School of Social Design Studies, Social Development and Administration (MSDA) Course  
(Main subjects Syllabus)

B-1 : Qualitative Research Methods

This course aims to train students to achieve the following three goals: (1) understand the significance of social research in social sciences; (2) understand the respective characteristics and methodologies of quantitative and qualitative research; (3) acquire the skills for performing basic social research. First, students will be briefed about the purpose and basic concepts of social research and introduced to its history and actual examples. Later, the basic methods of qualitative and quantitative research will be explained. The course will look into the processes of social research: from interview techniques to analysis using data coding for qualitative research and from the development and distribution of questionnaires to the basics of statistic aggregation and analysis of data for quantitative research. Classes will be mainly in lecture format, but practical work will be incorporated as necessary to allow students to have hands-on experience of the research processes. The course will also touch on themes that often become an issue in social research, such as research ethics, rapport and privacy issues that need to be kept in mind when writing a research report. Course contents may be subject to change according to the progress and interests of the students.

B-2 : Philosophy

This course aims to build students' basic ability to engage in philosophical speculation on human beings as a social existence through conscious practice of "dialogue." Through the course, students will cultivate the ability to draw out questions by themselves, present their own answers and explain the rationale behind those answers, and at the same time, to listen attentively to others asking questions, answering and explaining their rationale.

Whatever systems we live in, whether the system is political, economic, biological, or religious in nature, we cannot but live as individuals based on the relationship within such systems. A human is an individual and a social existence at the same time. Students will speculate about the lives of humans who are both individual and social beings, through an approach called "philosophical dialogue." The class will draw questions about various themes and together pursue answers to those questions and reasons to support the answers as an attempt to "generate a community of practice" that explores new meanings for the participants thereof.

B-3 : Corporate Social Responsibilities

The definition of capitalism and how businesses operate are going through transformation today. The mission of business corporations was thought to be the maximization of shareholder

values during the progress of globalization since World War II, but the World Economic Forum held in Davos this year declared that stakeholder capitalism, which means working to meet the expectations of all stakeholders surrounding the corporation, will become the norm of capitalism and the mission of corporations from now on. Why does the focus of corporate management have to shift from being solely oriented to shareholder interests to considering the interests of all stakeholders? The class will look into the development of CSR, which was not valued from a shareholder-centric perspective, to understand the factors that drove this shift and examine measures for applying stakeholder capitalism to future practice of corporate management. Specifically speaking, by checking on the domestic and global trends of CSR and studying examples of CSR best practice, students will learn how CSR, although once thought to be contradicting to shareholder profit, has transformed into a concept that will contribute to the long-term value of business corporations. The class will also consider the kind of stakeholder-oriented management that will be required of business managers of the future.

#### B-4 : Organization Theories

There are various entities that deliver on public interest objectives. Traditionally, the first to come to mind would be the government sector including the central and local governments. In today's society, however, with the increasing complication of social problems and advancement of technology, the engagement of market, businesses and civil society and collaboration between these sectors are becoming indispensable for realizing public interest. If so, then how should such organizations that contribute to public interest be designed? And what kind of human resource is required to run such organizations? The aim of this course is to build specific methodologies that can be put into practice based on the principles of public interest. In light of the basics of public policy, students will understand the theory of "New Public Administration," an idea recently spreading in many countries and sort out the respective roles of various sectors (central and local governments, businesses, civil society including NGOs/NPOs) based on this idea. Students will also understand the significance of New Public Administration through actual case examples of collaboration.

#### B-5 : Cooperation with national and transnational Civil Society Organizations

Today, nation states seem to have spread across every corner of the globe. There has basically been no change in the structure of international order made up of nation states as the basic unit. Since the latter half of the 20th century however, as people, things, money and information started to move more actively across borders, and common interests shared among nations and universal interest of the international community have become more obvious, the roles that non-national entities such as NGOs, NPOs, and CSOs play have significantly changed in both

international and national contexts. The roles of civil society organizations are becoming indispensable in addressing the problems today's international community and national/local governments face at their respective levels. In light of this situation, the course will first outline the activities of various civil society organizations tackling a broad range of issues including environmental problems and local to global-level social issues. Then the class will discuss how national and local governments should build relations and seek cooperation with non-government, non-national entities by learning from examples of best practice in Europe, United States and Asia.

#### B-6 : Social Development

Social Development is a concept or development approach advocated mainly by the United Nations (UN) since the 1950's. Initially the idea came from such areas as population, health and education, and gradually grew to cover housing, hygiene, etc. and came to be integrated with economic development. Since the 1990's when globalization and liberalization rapidly advanced, global issues such as poverty, population growth, and environmental degradation grew so serious that calls were raised for improving the design of development. The UN took a people-centered approach to development putting individuals, families and communities at the heart of development strategies, in addressing social problems such as health, education and population and also committed to addressing problems concerning the socially vulnerable including women, children and the elderly.

This course outlines the changes in social development concepts adopted by the UN and other entities while introducing specific initiatives implemented in Asia and Africa, with a particular focus on projects led by Japanese aid agencies and NGOs. The class will also discuss the social development aspects of SDGs, the main development goals in today's world, and the roles that need to be assumed by governments, municipalities, private sector players, and the civil society in both developing and developed countries to achieve those goals.

#### B-7 : Human Resource Development

The course will not be held.

#### B-8 : Research Methodology

The purpose of this course is to prepare students with the foundation necessary for writing high-quality research papers by having them understand the basic process of writing research papers. Based on the experience each student has in writing research reports/papers, students will be given practical training in basic skills required for writing a master's thesis. Specifically, the course will focus on how to write sections such as "Background" "Previous studies" and

“Method” and assignments will be given to confirm understanding. After that, the class will go through the whole process of completing a research paper, from effective data presentation and analysis/observation based on presented data to writing footnotes. Students will also practice searching for previous studies, which will comprise an essential part of your reference materials necessary for writing a research paper. The schedule and contents of the course may be subject to minor change according to students’ requests.

#### C-1 : Disaster Risk Management

Natural disaster risk management is a management process implemented in repeated cycles of hazard identification, risk assessment, decision-making on response policy, development of the response plan, implementation and feedback. Meanwhile, disaster control comprises the process from prevention, post-disaster emergency response, to restoration and reconstruction, which requires specific measures and special considerations according to different response entities, type of disaster, intrinsic vulnerability of the affected community, and regional characteristics. Especially, when you are looking to reduce risks associated with large-scale, less-frequent disasters that involve a high level of uncertainty, cooperation and collaboration among various entities including national and local governments, private-sector business operators, local communities and individual residents as well as NGOs and NPOs will be essential, requiring sophisticated risk governance. Risk control against unavoidable disasters such as floods and tsunami require multi-layered protection combining both hardware (e.g. construction of dikes) and software measures (e.g. evacuation strategy utilizing information technologies). This in turn means that we need to build a comprehensive disaster control policy that links disaster risk control with policies relating to urban planning, land utilization, local healthcare and welfare.

This course aims to identify unsolved problems that lie with existing disaster control measures and policies and explore new ways to control disaster risks, based on the characteristics of disaster risks associated with uncertainty and through case studies of past disaster control practices.

#### C-2 : Environment and climate diplomacy

As made clear in the Paris Agreement, achieving a low-carbon society has become a shared goal for the global community. Behind this is the shared crisis awareness among the world’s political and economic leaders that economic growth since the industrial revolution has been overly dependent on fossil fuels, which is raising the atmospheric CO<sub>2</sub> concentration and aggravating global warming and climate change. The younger generations in particular have strong awareness of climate change, as evident in the activities of Ms. Greta Ernman Thunberg. The problem is not only climate change. There are plenty of threats to the global environment caused by human activities such as marine plastic waste and disruption of the marine

ecosystem, destruction of the world's forests, loss of biodiversity and depletion of resources. The need to build a low-carbon society, conserve biodiversity and achieve a circular economy by recycling resources is becoming ever more urgent. The purpose of this course is to understand the causes and consequences of climate change and other environmental problems and to explore solutions in terms of not only technology but also social systems.

#### C-3 : Peace, Security and Justice

The aim of this course is to learn about peace studies, security, transitional justice (justice during a post-conflict transitional period) and bringing criminals to justice from a macroscopic point of view based on international politics, and on the other hand, to understand conflict, dispute, reconciliation and coexistence from a microscopic viewpoint by looking into the everyday social lives of the people. Why do conflicts occur today in a highly globalized world? Who causes conflicts? To answer these questions, the course will first look at how causes of and parties to conflicts have changed over time, then examine the diverse divisions and asymmetry observed in the modern world and how they lead to violence. Not only direct violence but structural violence that afflict people even during peacetime will also be brought to attention. Finally, the course will explore ways to overcome such issues by referring to the specific items listed as the SDG Indicators for "Peace, Justice, and Strong Institutions," Goal 16 of the UN Sustainable Development Goals.

#### C-4 : Gender Equalities

Human rights lie at the heart of the UN Sustainable Development Goals (SDGs) as the core value, and in particular, realizing gender equality is positioned as one of the top priorities for achieving the SDGs. It is considered that mainstreaming gender is the basic principle for achieving this goal. Gender mainstreaming is a process to identify gender needs and implications in every stage of policy action, project implementation and monitoring and evaluation. This course will refer to the Global Gender Gap Report by the World Economic Forum to understand the current status of gender and related challenges and examine gender mainstreaming policies designed to realize gender equality and empowerment of women by looking at examples within Japan and from other countries.

#### C-5 : Sustainable Education

The UN Decade of Education for Sustainable Development (ESD) is an initiative that has been actively pursued in countries around the world since 2005. The aim of ESD is to cultivate the abilities to think in multifaceted, comprehensive and critical ways, communicate, and engage in problem solving through cooperation and collaboration with diverse stakeholders. These abilities

are expected to serve as the foundation for establishing new values and bringing behavioral change towards solving such issues as climate change and inequality, which have been identified as key challenges facing mankind in the call for Sustainable Development Goals (SDGs) adopted in the 2015 UN General Assembly. This course aims to clearly understand the concept of ESD and discuss how it can serve to help achieve SDGs, in light of case examples mainly from regions and schools in Japan.

#### C-6 : Disabilities and Inclusion

According to the WHO, approximately one billion, equivalent to 15% of the world population are disabled people. The issue of disability and inclusion is an important part of the call for SDGs to create a sustainable, diverse and inclusive society that “leaves no one behind.” This course will examine the Convention on the Rights of Persons with Disabilities to which both Japan and Indonesia are a signatory, to consider what kind of a society is inclusive for the disabled. The course will also look into the problem of socially vulnerable people and exclusion, based on the recognition that societies that do not leave the disabled behind are societies that won’t leave anyone behind, including the vulnerable and minorities.

#### C-7 : Population, Migration and refugee issues

Human beings are animals that travel and migrate. Migration from peripheral and remote areas to urban areas within a nation is a natural phenomenon. People migrate to run from persecution, discrimination, natural disasters and extreme poverty and in pursuit of better education, job opportunities and the convenience of urban life. Modern nations have increased productivity and continued to develop with the migration of populations. The refugee problem of the 21st century, however, is referred to as a challenge or even a crisis facing the sovereign state system built on the basis of the three elements of territory, population and governmental authority. The main theme of this course is the migration of people across borders. Population migration will be broken down into patterns, and the background, current situation, and responses taken by the international community, nations, municipalities and business enterprises will be examined from multiple perspectives and contexts including political, social, economic and medical (infection).

#### D-1 : Public Management

Public managers face various management challenges and problems within and outside their organization. To understand the challenges and problems and to develop management skills to solve them, this class is designed with an emphasis on two objectives: (1) understanding key

concepts in organization theory and (2) applying the concepts for public organizations. This class looks at both macro- and micro-organization theory. As for the macro-organization theory, theories of inter-organizational relationships (e.g., resource dependence theory, institutional theory, and network theory) and their applications to public organizations will be covered; and, as for the micro-organization theory, theories such as organizational goal, leadership, and motivation, and their applications to public organizations will be covered.

#### D-2 : Project Cycle Management

Project Cycle Management Course is designed to provide students with practical and academic knowledge of the management method, skill and tool for development projects in developing countries. Students will learn several steps of participatory planning and evaluation method. We will start with the role of development projects and project management. We will focus on Project Cycle Management that is one of management methods widely used at the international development communities. The method includes participatory planning, implementing and monitoring, and evaluating stages of development projects.

The course introduces visual and written cases and lectures' experience, which enables students to understand how projects are planned, monitored and evaluated in the local context. Some important concepts such as participatory development, ownership by stakeholders, institutional development, gender issue, environmental aspects, appropriate technologies, refugee issue, role of private companies, Public Private Partnership, Base of the Pyramid and SDGs will be discussed.

#### D-3 : Public Private Partnership

Major objectives of the course are to learn 1) basic theories and practices of Public Private Partnership (PPP, P3 or 3P), collaborative public service deliveries between public and private sectors, in the context of dynamic governance reforms, and 2) actual PPP examples of students' countries through mini researches and presentations required in the class.

The "Public Private Partnership (PPP)" is an introductory course, and composed of (1) lectures on theories and practices of PPP, (2) student presentations and (3) discussions. For (2), all students are required to make a 15-minute presentation on an actual PPP example, as a case of dynamic governance reforms, in their own countries. Through the course, students will obtain more and better knowledges on PPP, including the latest perspectives, and be able to increase their own options in delivering public services when they return to the real world. For those who have backgrounds in the private sector, the course will help them think about new business opportunities with public sector in the real world.

E-2 : Development Planning

This seven-week intensive course introduces several fundamental quantitative techniques and econometric models, essential for development planning and policy analysis in developing as well as developed economies. Topics covered in this course include the development planning process in Japan, the simple aggregate growth models, the multi-sector model (national and regional input-output models), non-parametric frontier analysis model (Data Envelopment Analysis). This course provide students with fundamental framework of the empirical economic analysis at the macro-level, sectoral-level, and the firm-level, associated with the process of development planning in Japan. The software applications such as MS-Excel, STATA, and DEAP running on MS Windows, will be used to conduct an economic analyses.