

# **International Graduate Programme**

**for**

# **East Asia Sustainable Economic Development Studies**

Graduate School of Economics  
KYOTO UNIVERSITY

Programme  
Information  
Autumn  
2020

Please check KULASIS for the latest information.

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## EA Programme, Graduate School of Economics

### Academic Calendar and Events for 2020/21 (tentative)

- ★ This schedule is subject to change. Please check the bulletin board regularly for further details and updates.
- ★ Notices and Information about tuition exemption and a range of scholarships will be posted on the bulletin board.
- ★ The Academic Year of EA Programme starts in October

Date	Events
April 1	Spring Semester Starts
April 1 - 7	Class Adjustment Period (Notice of any classes held in this period will be posted on the bulletin board)
Early April	Distribution of Syllabus
April 7	Entrance Ceremony for General Programme Students
April 8	First Day of Spring Semester Classes (Classes: April 8 - July 22)
April 13	Medical Check-up for current students
Mid April	Course Registration for Spring Semester and for Courses of Other Graduate Schools
Mid May	Submission of the Master's Thesis Title (M2)
June 18	Kyoto University Foundation Day * No Classes * Office Closed
Late June	Submission of Doctoral Dissertation (D3)
Mid July	Submission of Master's Thesis (M2)
Mid July - Late July	Oral Examination for Master's Degree (M2)
Mid July - Mid August	Oral Examination for Doctoral Degree (D3)
July 10	Substitute Day for Cancelled Classes
July 22	Last Day of Spring Semester Classes
July 23 - 29	Semester Examination Period
July 30 - August 5	Semester Examination Backup Period
Late July	Submission of Doctoral Research Result Report (D1-D2) and Overall Research Result Report (D3)
August 6	Summer Vacation Starts
Late August	Grades Disclosure for Spring Semester
September 23	Commencement Ceremony for Master's and Doctoral Programme (M2/ D3)
September 30	Summer Vacation and Spring Semester Ends
October 1	<b>Academic Year Starts</b>
October 1	Autumn Semester Starts, First Day of Autumn Semester Classes (Classes: Oct 1- Jan 25)
Beginning of October	Entrance Ceremony for East Asia Programme
Early October	Course Registration for Autumn Semester and for Courses of Other Graduate Schools
Late October	Submission of Doctoral Research Plan (D1-D3)
Early November	Medical Check-up for new students
Late November	Kyoto University Festival * No Classes on Nov 19 and 20
December 28	Last Day of Autumn Semester Classes before Winter Vacation
December 29	Winter Vacation Starts
January 3	Winter Vacation Ends
January 4	Substitute Day for Cancelled Classes
January 5	Autumn Semester Classes after Winter Vacation Starts
January 15	Preparation for National Center Test for University Admissions * No classes * Office Closed
January 16 - 17	National Center Test for University Admissions
January 20	Substitute Day for Cancelled Classes
January 21	Substitute Day for Cancelled Classes
January 22	Substitute Day for Cancelled Classes
January 25	Last Day of Autumn Semester Classes
January 26 - February 1	Semester Examination Period
February 2 - February 8	Semester Examination Backup Period
February 24	Preparation for Kyoto University Undergraduate Entrance Examination * Office Closed
February 25 - 26	Entrance Examination * Office Closed
Late February	Grades Disclosure for Autumn Semester
March 23	Commencement Ceremony for General Programme Students
March 31	Autumn Semester Ends

— Class Period —

- 1st Period ... 8:45 ~ 10:15
- 2nd Period ... 10:30 ~ 12:00
- 3rd Period ... 13:00 ~ 14:30
- 4th Period ... 14:45 ~ 16:15
- 5th Period ... 16:30 ~ 18:00

## Academic Calendar (2020/21)

- ... Regular Classes (No Classes on Nov 19 and 20 due to University Festival, on Jan 15 due to preparation for National Center Test)
- ... Examination Period
- ... Examination Backup Period
- ... Holidays (June 18 is Kyoto University Foundation Day)
- ... April 1-7: Adjustment period
- ... Substitute Day for Cancelled Classes

April							May							June							July																		
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat												
			1	2	3	4						1	2		1	2	3	4	5	6					1	2	3	4											
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11												
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18												
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25												
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31													
							31																																
August							September							October							November																		
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat												
						1							1	2	3	4	5							1	2	3							1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14												
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21												
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28												
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30																	
30	31																																						
December							January							February							March																		
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat												
		1	2	3	4	5						1	2		1	2	3	4	5	6																			
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13												
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20												
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27												
27	28	29	30	31			24	25	26	27	28	29	30	28							28	29	30	31															

## Master's Degree Requirements (for students enrolled in 2020 or after)

- The Programme requires that students obtain a minimum of 30 credits over the duration of two-year's (or more) of study.
- 10 credits or more must be taken in Core (Basic) Courses (4 credits of 2 compulsory courses and 6 credits or more of elective courses).
- 12 credits or more must be taken in Advanced Courses A.
- An obligatory 8 credits will be awarded for Thesis Research.

### [ Note ]

- \* You must consult with your supervisor(s) for the appropriate courses you are to take.
  - \* For your Thesis Research to be qualified for 8 credits, it must be conducted under the supervision of your supervisor(s) throughout the duration of your study.
  - \* You can count the following credits as part of Advanced Courses A: (i) any Core (Basic) Courses that you take in addition to the mandatory 10 credits for Core (Basic) Course, (ii) courses that are not included in the Course List of this Programme but are offered at Graduate School of Economics; (iii) courses offered at other Graduate Schools of Kyoto University; or (iv) courses offered at other universities that have an international academic exchange agreement with Kyoto University or the Graduate School of Economics. In the case of (ii), (iii), and (iv), you are required to get prior recommendation and approval from your supervisor(s).
  - \* Credits taken from the same course, regardless of whether it is offered by different instructors, can be counted only once, but can be taken as surplus credits. You are allowed to take up to 20 credits from the courses offered by the same instructor (including the above 8 credits for your Thesis Research). Any credits taken beyond this limit can be taken as surplus credits.
  - \* Surplus credits cannot be used as part of your degree requirements.
- In addition to the credit requirements above, you are required to write a master's dissertation which must be approved by your supervisor(s) and defended in a final oral examination in order to complete a Master's degree.

\*Underlined numbers indicate the changes.

## Doctoral Degree Requirements (for students enrolled in 2018 or after)

- ◉ To achieve Pre-Doctoral certification (which qualifies a student to submit his/her Doctoral dissertation for defence), the Programme requires that students obtain a minimum of 24 credits over the course of three years.
- \* An obligatory 16 credits will be awarded for Thesis Research, which must be conducted under the supervision of your main and sub supervisors (8 credits form each supervisor).
- \* 8 credits or more must be taken in Advanced Courses A and B, 4 credits or more of which must be taken in Advanced Courses B. You can also count the following credits as part of Advanced Courses A and B: (i) those from courses that are not included in the Programme course list but are offered at the Graduate School of Economics; (ii) those from courses offered at other Graduate Schools of Kyoto University; or (iii) those from courses offered at other universities that have an international academic exchange agreement with Kyoto University or the Graduate School of Economics. In the cases of (i), (ii), and (iii), you are required to get prior recommendation and approval from your supervisor(s).
- ◉ You must submit your research plan and progress report every year. To achieve Pre- Doctoral certification, you must also submit a final report of your research achievements over the three years of your doctoral study.
- ◉ After taking Pre-Doctoral certification, you are required to indicate your intention to (or not to) continue in the programme by completing some specific documents before the middle of September. If you do not indicate your intentions, it will be assumed that you wish to continue in the programme, and you will have to pay the appropriate tuition fee.
- ◉ The degree must be completed within a maximum of six years, excluding the period of leave of absence.
- ◉ In addition to the above credit requirements and Pre-Doctoral certification, you are required to write a doctoral dissertation, which must be approved by the examining committee members (including your supervisors) and defended in a final oral examination in order to complete a Doctoral degree.

\*Underlined numbers indicate the changes.

## **Doctoral Degree Requirements (for students enrolled in 2017 or before)**

- ◉ To achieve Pre-Doctoral certification (which qualifies a student to submit his/her Doctoral dissertation for defence), the Programme requires that students obtain a minimum of 24 credits over the course of three years.
- \* An obligatory 16 credits will be awarded for Thesis Research, which must be conducted under the supervision of your main and sub supervisors (8 credits from each supervisor).
- \* 8 credits or more must be taken in Advanced Courses A and B, 2 credits or more of which must be taken in Advanced Courses B. You can also count the following credits as part of Advanced Courses A and B: (i) those from courses that are not included in the Programme course list but are offered at the Graduate School of Economics; (ii) those from courses offered at other Graduate Schools of Kyoto University; or (iii) those from courses offered at other universities that have an international academic exchange agreement with Kyoto University or the Graduate School of Economics. In the cases of (i), (ii), and (iii), you are required to get prior recommendation and approval from your supervisor(s).
- ◉ You must submit your research plan and progress report every year. To achieve Pre-Doctoral certification, you must also submit a final report of your research achievements over the three years of your doctoral study.
- ◉ After taking Pre-Doctoral certification, you are required to indicate your intention to (or not to) continue in the programme by completing some specific documents before the middle of September. If you do not indicate your intentions, it will be assumed that you wish to continue in the programme, and you will have to pay the appropriate tuition fee.
- ◉ The degree must be completed within a maximum of six years, excluding the period of leave of absence.
- ◉ In addition to the above credit requirements and Pre-Doctoral certification, you are required to write a doctoral dissertation, which must be approved by the examining committee members (including your supervisors) and defended in a final oral examination in order to complete a Doctoral degree.

## Course Registrations

Students are required to register courses following procedures. Further details of the procedures will be posted on KULASIS. After registration, the confirmation of registration period will be given to students. Without registration, any credit will be granted.

	[Autumn/Winter Semester]	[Spring/Summer Semester]
Notice on the Board	Late September	Beginning of April
Registration Forms Available	Beginning of October	Middle of April
Registration Period	Middle of October	Late April
Period for Confirmation	Late October	Middle of May

→ Registration Completed!

## Procedures for Master's Thesis: course registration is not needed.

Students are required to register the title of their thesis by the beginning of May, and submit their thesis by the due date in the beginning of July. As a rule, Master's thesis must be written in either English or in Japanese. In case its written in Japanese, an English summary must be attached. For further details, please contact Student Affairs Office. Rough schedule of procedures is as follows.

Notice on the Board	Beginning of April
Registration of Thesis Title	Beginning of May
Submission of Thesis and Required Forms	Beginning of July
Period for Final Oral Presentation	Middle to Late July
Master's Degree Approval	Beginning of September

→ Master's degree issued!

### [Other Important Matters on Master's Thesis]

- a) Language: While English is the preferable language, Japanese language is also acceptable.
- b) Number of Copies for Submission: 4 (1 original and 3 photocopies)
- c) Maximum number of words:
  - i. For those writing in English: as a general rule, no more than 20,000 words on A4-sized paper. There is no specific format for each page, but there must be enough space and the font size is preferably 11-12. The thesis must have a Japanese translated title, while an abstract can be left in English.
  - ii. For those writing in Japanese: as a general rule, no more than 40,000 characters on A4-sized paper. There is no specific format for each page, but there must be enough space and the font size is preferably 11-12. The thesis must have a title and an abstract in English.

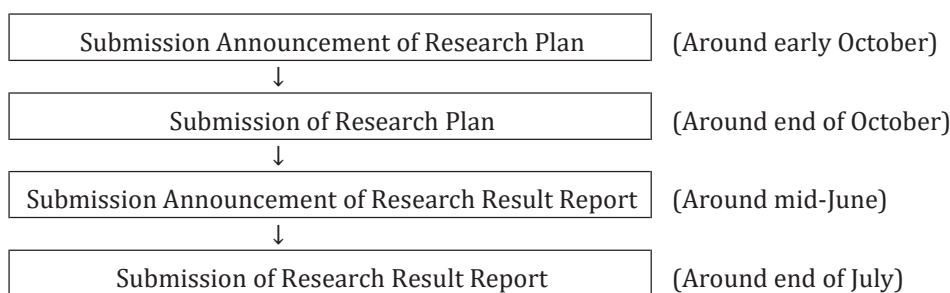


# Important Matters for Doctoral Programme Students

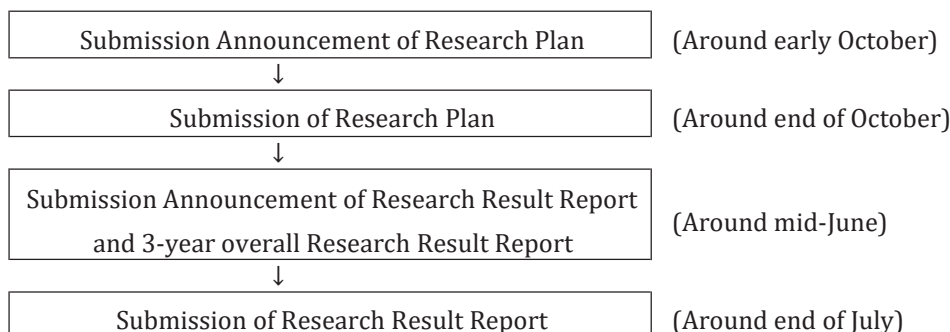
## 1. Regarding the Doctoral Study Accreditation

- (1) Doctoral programme students have to submit a Research Plan and a Research Result Report every year. Furthermore, to receive the Doctoral Study Accreditation, they have to be enrolled for 3 years and to submit a 3-year overall Research Result Report. With this procedure, the students will obtain Doctoral Study Accreditation (Research Guidance Approval) by their supervisor.
- (2) After receiving Doctoral Study Accreditation (Research Guidance Approval), they have to complete the following procedures to confirm their enrollment.
  1. For those who wish to continue as students after receiving Doctoral Study Accreditation (Research Guidance Approval), they have to submit the Notification of staying in Doctoral Program (format available on KULASIS).
  2. For those who do not wish to continue as students (for reasons such as employment), they have to submit the Request for Withdrawal with Research Guidance Approval (format available on KULASIS), and fill in a Notice of Employment Information on KULASIS.Those who fail to complete 1. or 2. mentioned above will automatically continue as students and will be required to pay the tuition fee. Please pay adequate attention to this, especially those who fall under 2. The documents required for both 1. and 2. must be submitted by mid-September.
- (3) Doctoral course students can enroll for a maximum of 6 years (excluding any period of registered absence).

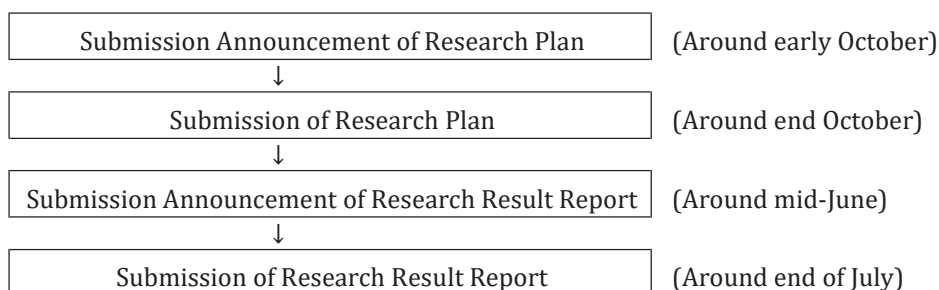
### ◎ 【Procedural steps for 1<sup>st</sup> and 2<sup>nd</sup> year doctoral course students】



### ◎ 【Procedural steps for 3<sup>rd</sup> year doctoral course students (to receive the Doctoral Study Accreditation)】



### ◎ 【Procedural steps for those who will continue as students after receiving the Doctoral Study Accreditation】



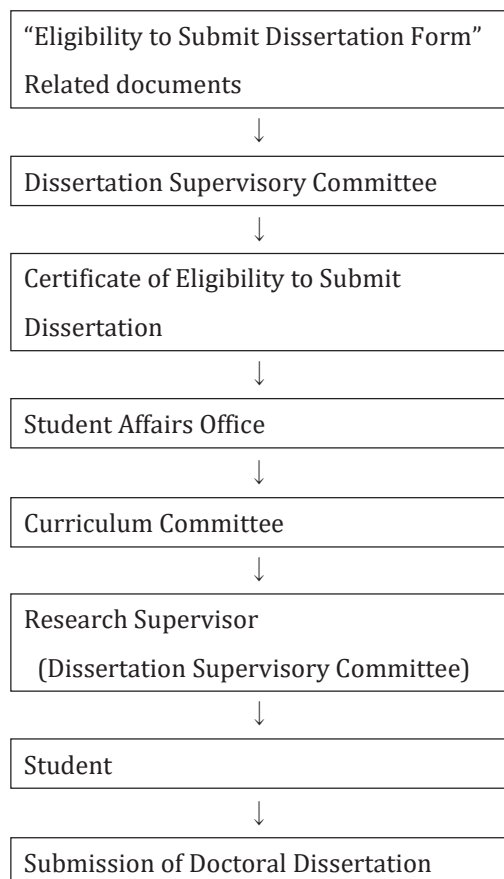
## 2. Regarding the Completion of the Doctoral Course Program

The receipt of the Doctoral Study Accreditation (Research Guidance Approval) does not define that they have completed the doctoral programme. The doctoral programme is completed only after receiving the Doctoral Degree. To submit a doctoral dissertation, students need to receive a Certificate of Eligibility to Submit Dissertation besides the Doctoral Study Accreditation. Please check the “Steps in Earning Dissertation” for further information on dissertation submission.

## Steps in Earning a Doctoral Degree

### ① Research Guidance and Steps for the Submission of Doctoral Dissertation

- 1) At the time of their entrance to the doctoral programme, students will be assigned a Dissertation Supervisory Committee composed of two faculty members (one of them is the student's Research Supervisor), which is decided at the Graduate School Council Meeting.
- 2) Students can receive supervision from the Dissertation Supervisory Committee regarding their research whenever necessary.
- 3) Students need to accomplish the following steps in order to be qualified for the submission of a doctoral dissertation (which is required for the conferment of the doctoral degree).



- ① Students need to submit the “Eligibility to Submit Dissertation” form (available from the Student Affairs Office) and other related documents (follow your Research Supervisor’s instruction) to the Dissertation Supervisory Committee (Research Supervisor) either in August of the second-year or February of the third-year.
- ② The Dissertation Supervisory Committee needs to submit the “Certificate of Eligibility to Submit Dissertation” to the Student Affairs Office by the prescribed deadline in September or March if they approve to certify the student.
- ③ The Curriculum Committee will deliberate about the submitted “Certificate of Eligibility to Submit Dissertation”.
- ④ The Curriculum Committee informs the outcome of their deliberation to the main Research Supervisor (Dissertation Supervisory Committee). The main Research Supervisor will then inform the student.

\* Please use the EXCEL format of ‘課程博士請求論文提出資格申請書(Eligibility to Submit Dissertation Form)’ (in Japanese) posted on the homepage of the Graduate School of Economics. English instruction is available at the Student Affairs Office.

\* The certification process is carried out during the months of August and February every year for enrolled students including those who had been deemed unqualified or had failed to submit during previous certification periods.

\* The “Certificate of Eligibility to Submit Dissertation” is valid within the Doctoral Degree Application Period (within 3 years of the withdrawal after receiving the Doctoral Study Accreditation). In case the student wishes to make changes to the dissertation title or in their Research Supervisor, the student needs to submit a “Notice of Change” (free format) to the Curriculum Committee via the Dissertation Supervisory Committee and obtain approval.

\* For those who have withdrawn as students after receiving the Doctoral Study Accreditation without accomplishing the certification process mentioned above, they can submit the documents to the Dissertation Supervisory Committee at any time after consulting with their Research Supervisor who was assigned to them when they enrolled. Please receive the “Certificate of Eligibility to Submit Dissertation”, and then submit the doctoral dissertation within the Doctoral Degree Application Period (within 3 years of the withdrawal after receiving the Doctoral Study Accreditation).

## ② Doctoral Dissertation Requirements

- 1) The doctoral dissertation must be adequately original and must be organized systematically based on a clear and definite research theme.
- 2) For dissertations that are qualitative, the total number of characters should be more than 100,000 characters (in Japanese). For dissertations that make substantial use of numeric expressions, a total number less than 100,000 characters (in Japanese) would be acceptable. 100,000 Japanese characters would be equivalent to 40,000-60,000 English Words (400-600 Words/Page). Furthermore, the doctoral dissertation must incorporate at least 1 published academic article.  
The following can also be considered as a published academic article: an academic article that had been accepted for publication or a comparable article that is still under the editing process.
- 3) The dissertation has to be written either only in English or only in Japanese. The dissertation using both English and Japanese cannot be submitted.
- 4) The dissertation must be published in printed form (as a book, or as article publications such as in academic journals) within 1 year from the day of degree conferment. This requirement does not apply for the case in which the dissertation has been published before the conferment of degree.

## ③ Doctoral Dissertation Submission (to the Student Affairs Office)

- 1) Please complete the application forms only after carefully reading the document “regarding the application procedures towards receiving the doctoral degree” which is available on the homepage of the Graduate School of Economics.  
For any questions on this matter, please ask the Student Affairs Office.
- 2) Please submit the Doctoral Dissertation (along with the complete set of required documents) after receiving the approval of your Research Supervisor.  
Please submit a 1-page abstract (A4 size) for the public defense of your doctoral dissertation.
- 3) The Student Affairs Office accepts doctoral dissertation submissions throughout the year.
- 4) Please submit 5 bound copies of the doctoral dissertation (simple bookbinding is also acceptable).

## ④ Examination and Degree Conferment

- 1) After the doctoral dissertation is received, 3 examiners are chosen during the Graduate School Council Meeting. Examiners from outside the university may be selected in addition to the 3 examiners.
- 2) A lead examiner is chosen among the examiners. The lead examiner coordinates the schedule and organizes the public defense of the doctoral dissertation.
- 3) The place and time of the public defense of the doctoral dissertation are announced at least 1 week before the scheduled date.
- 4) The abstract of the doctoral dissertation will be posted on the Graduate School of Economics homepage at the same time as the announcement of the public defense. Furthermore, the dissertation will be made available at the Library of the Graduate School of Economics for readers to browse from the time of announcement until the public defense of the doctoral dissertation. During this period, photocopying of the dissertation will not be allowed.
- 5) (For reference) The public defense of the doctoral dissertation may be composed of 2 parts: the first part may be the presentation of the degree applicant (30 minutes to 1 hour; 30 to 40 minutes allotted for questions and answers); and the second part may be the actual examination between the applicant and the examiners (at least 30 minutes).  
The actual time allocation, the working language to be used during the presentation and discussion, and other related matters are determined and decided accordingly by the lead examiner.
- 6) In principle, the public defense is held in a seminar room. Anyone can participate in the public defense. However, the lead examiner has the authority to demand any participant to leave the room based on the participant’s conduct and speech.
- 7) The examiners submit a “Degree Examination Report” to the Graduate School Council Meeting after the public defense. The Graduate School Council Meeting will deliberate the report and when it is approved, a doctoral degree will be conferred to the student.  
The doctoral degree is generally conferred on 23<sup>rd</sup> of each odd-numbered month (if it falls on Saturday, Sunday, or Holiday, the following weekday will be allotted).  
Doctoral degree conferment is scheduled twice a year (September and March).

## **Classes and Examinations when a Weather Warning has been issued or Public Transport Disrupted**

### **(1) Cancellation of classes, postponement of examinations**

- ① Classes will be canceled and examinations postponed in the event of the below mentioned 1) or 2):
- 1) When a storm warning has been issued for Kyoto City or an area including Kyoto City, or when either the following (a) or (b) applies:
    - (a) When there is an across-the-board service interruption to all Kyoto City operated bus services
    - (b) When there is a partial or across-the-board service interruption to three or more of the following public transport systems;
      - West Japan Railway Company (regular lines starting and terminating at Kyoto),
      - Hankyu Railway (between Kawaramachi and Umeda),
      - Keihan Electric Railway (between Demachiyanagi and Yodoyabashi or Nakanoshima),
      - Kintetsu Railways (between Kyoto and Saidaiji)
  - 2) When so decided by the Dean of the Faculty of Economics
- ② Classes will be canceled and examinations postponed in the event that the situation described in (1) above occurs after the start of a class or examination.

### **(2) Holding classes/examinations when a storm warning has been lifted or operation of public transport systems has resumed**

Classes/examinations shall be held in accordance with the following rules when a storm warning has been lifted or operation of public transport systems has resumed.

- 1) When lifted/services resumed by 6:30am → Held from period 1
- 2) When lifted/services resumed by 10:30am → Held from period 3

### **(3) Checking/Notification regarding storm warnings issued/lifted and operation of public transport systems**

- ① Checking of storm warnings issued/lifted and operation of public transport systems shall be done by means of news reports from media organizations, such as television and radio.
- ② In the event that the situation described in ① above occurs after the start of first period, notification will be given via the posting of notices, etc.

### **(4) If classes have been canceled or examinations postponed in the event of a storm warning being issued, or public transport being disrupted:**

- ① Notification will be given on the noticeboard if a makeup class is to be held due to a class being canceled
- ② Instructions regarding postponed exams will be notified separately.

\*For subjects in other faculties, please comply with the said faculty's rules.

**【Tentative】 International Graduate Programme for  
East Asia Sustainable Economic Development Studies  
2020 Academic Year Course List**

Autumn Courses

September 28, 2020

Code	Course Title	Instructor(s)	Credits	Semester	Compulsory /Elective	Language	Remarks	Day/Period
<b>Core (Basic) Courses</b>								
A218000	Comparative Business Ethics	A.Hisano	2	Spring	Elective	E		Fri 2
A413000	Political Economy	Yagi	2	Autumn	Elective	E	*2	Wed 4
A417000	Introduction to East Asian Economies	Yano/Nakano/ Li/Tazoe	2	Autumn	Elective	E		Fri 3+α
A418000	Introduction to Field Research Methods	Ralandison	2	Spring	Elective	E		Wed 2
A419000	Academic Writing and Discussion	Ivings	2	Autumn	Elective	E		Tue 2
A420000	Qualitative Research Methods	Feuer	2	Autumn	Elective	E		Thurs 2
A421000	Political Economy of Governance	S.Hisano/Rajaonarison	2	Autumn	Elective	E		NA
A422000	Quantitative Research Methods	Seki	2	Autumn	Elective	E		Fri 2
A535000	Development Economics : Core	Kouno	2	Autumn	Elective	E	*1, *6	Thurs 1
A593000	Firms & Industrial Organization in Japan	Colpan/Hikino	2	Autumn	Elective	E		Wed 3
A643000	Research Design	Wang	2	Autumn	Elective	E		Wed 2,3 alt.
A901000	On-site Research Training A	S.Hisano/A.Hisano/ Kurosawa/Tanaka	2	Autumn	M/Compulsory D/Elective	E	*5	Thurs 5
A902000	On-site Research Training B	S.Hisano/A.Hisano/ Kurosawa/Tanaka	2	Spring	M/Compulsory D/Elective	E		Thurs 5
A903000	Microeconomics	Chiba	2	Spring	Elective	E	*3	Thurs 4
A904000	Macroeconomics	Nishiyama	2	Spring	Elective	E	*3	Thurs 2
A905000	Econometrics	Ma	2	Autumn	Elective	E	*3	Mon 3
A906000	Accounting	TBA	2	TBA	Elective	E	*3, *11	Intensive (TBA)
<b>Advanced Courses A</b>								
A211000	International Development Assistance Policy	Ralandison	2	Autumn	Elective	E		Wed 4-5 (Dec & Jan)
A536000	Development Economics: Advanced	Kono	2	Spring	Elective	E	*1, *7	NA
A542000	Econometric Analysis of Asian Economies	Yano	2	Spring	Elective	E	*1	Mon 5
A543000	Econometric Analysis of Developing Economies	Yano	2	Autumn	Elective	E	*1	Mon 5
A544000	Analysis of Contemporary Chinese Economy 1	Liu	2	Autumn	Elective	J	*1, *8	Tue 5
A546000	Readings on Institutional Economics	Ialnazov	2	Autumn	Elective	E	*1	Fri 2
A549000	Social Policy 1	Hisamoto	2	Spring	Elective	J	*1	NA
A551000	International Economic Policy A	Iwamoto	2	Spring	Elective	j	*1	Fri 3
A555000	Sustainable Development Studies	Morotomi	2	Autumn	Elective	J+E	*1	Wed 1-2 alt.
A559000	Environmental Economics	Inoue	2	NA	Elective	E		NA
A560000	Readings on International Economics	Ialnazov	2	Spring	Elective	E	*1	Tue 2
A562000	Study of Developing Economies	Mieno	2	Autumn	Elective	J+E	*1	Wed 2
A586000	Corporate Strategy and Organization	Colpan	2	Autumn	Elective	E	*3	NA
A590000	Strategic Management	Colpan	2	Spring	Elective	E	*3	Thurs 3

Code	Course Title	Instructor(s)	Credits	Semester	Compulsory /Elective	Language	Remarks	Day/Period
A594000	International Agribusiness Studies	S.Hisano	2	Spring	Elective	E	*1	Mon 3-4 alt.
A595000	International Political Economy of Agriculture	S.Hisano	2	Autumn	Elective	E	*1	Mon 3-4 alt.
A596000	Historical Approaches to Business and Economics B	TBA/Kurosawa	1	Autumn	Elective	E	★	NA
A605000	Economic History Readings A	Kurosawa/Watanabe/Tanaka	2	Autumn	Elective	E	*1	NA
A606000	Business History & Industry Studies Readings A	Kurosawa/Watanabe/Tanaka	2	Spring	Elective	E	*1	NA
A607000	Economic & Business History	Ivings	2	Autumn	Elective	E	*1	Wed 3
A619000	Readings in Global Economic History	Ivings	2	Spring	Elective	E		Wed 1
A620000	Comparative Development Studies	Campbell/Fonte/S.Hisano	2	Autumn	Elective	E	★	Intensive (TBA)
A621000	Geopolitical Economy of Development	Lambino	2	Spring	Elective	E		Fri 3
A622000	Sustainable Industry Development	Clarence-Smith/Ralandison	2	Autumn	Elective	E	★	Wed 4-5 (Oct & Nov)
A623000	Multiple Perspectives on Management	Kipping/Kurosawa	1	Spring	Elective	E	★, *9	Intensive (June)
A624000	Advanced Econometrics	TBA	2	Spring	Elective	E		NA
A625000	Organizational Behavior	Ghosh/Sekiguchi	2	Spring	Elective	E	★	Intensive (May & June)
A626000	Critical Food Studies	TBA/S.Hisano	1	NA	Elective	E		NA
A627000	International Business and Nation States	TBA/Kurosawa	1	NA	Elective	E	★	NA
A628000	Historical Approaches to Business and Economics A	Perez/Ross/Kurosawa	1	Autumn	Elective	E	★	Intensive (TBA)
A630000	Economic History Readings B	Kurosawa/Watanabe/Tanaka	2	Autumn	Elective	E	*1	Wed 2
A632000	Business History & Industry Studies Readings B	Kurosawa/Watanabe/Tanaka	2	Spring	Elective	E	*1	Wed 2
A637000	Critical Consumption Studies	S.Hisano/A.Hisano	2	Autumn	Elective	E		Tue 4
A642000	Organization Theory	Wang	2	Autumn	Elective	E		Wed 2,3 alt.
A907000	Overseas Field Research	S.Hisano/A.Hisano/Ralandison	2	Year-round	Elective	E	*4	As needed
A908001	Internship	A.Hisano	2	Year-round	Elective	E	*4	As needed
A909000	Corporate Finance and Capital Markets	Kumagai	2	Spring	Elective	E	*3	Fri 4-5 alt.
A910000	Governance and Ethics	Hikino	2	Spring	Elective	E	*3, *10	Wed 3
<b>Advanced Courses B (only for Doctoral Programme)</b>								
A911000	Field Research in East Asia	A.Hisano/S.Hisano/Yano/Ivings/Ralandison	1	Year-round	Elective	E	*4	As needed
A912001	Field Research in Europe	S.Hisano/Ralandison	1	Year-round	Elective	E	*4	As needed
A913001	Advanced Academic Writing	Ivings/A.Hisano	1	Spring/Autumn	Elective	E		Spring: Tue 4 Autumn: Tue 3
A914001	GSE Seminar	Yano/S.Hisano	1	Year-round	Elective	E	*4	As needed
A915001	Academic Career Training	A.Hisano	1	Year-round	Elective	E	*4	As needed
A916000	International Academic Presentation	Ivings	1	Year-round	Elective	E	*4	As needed

In EA Programme, the Academic Calender is from October to September; Autumn Semester starts in October and Spring Semester starts in April. In most of other Graduate Schools (including the General Programme of the Graduate School of Economics), the Academic Calender is from April to March; the first semester starts in April and the second semester starts in October.

Please note the difference for course registration of other Programme and Graduate Schools.

\*1 Advanced seminars offered by the Graduate School of Economics

\*2 Introductory courses offered by the Graduate School of Economics

\*3 Courses offered in English by the Graduate School of Management

\*4 Courses that are not to be registered during the Course Registration Period. (Contact the instructor for detailed information)

\*5 "Field Research in Japan A /B", offered as a 1-credit subject in 2019, became "On-site Research Training A /B", a 2-credit subject from 2020.

\*6 Former title "Development Economics 1"

\*7 Former title "Development Economics 2"

\*8 Former title "Contemporary Chinese Economy Studies"

\*9 Former title "Multiple Research Perspectives on Management"

\*10 Former title "Governance, Risk Management & Compliance"

\*11 "Accounting" is an intensive course tentatively scheduled to be held in September, though it might be categorized as Autumn Semester course.

Please contact Student Affairs Office, GSE for details.

★ **International Collaborative Course**



**【Tentative】 International Graduate Programme for East Asia Sustainable Economic Development Studies (2020 Autumn) Time Table**

Intensive

		1 Period (8:45~10:15)		2 Period (10:30~12:00)		3 Period (13:00~14:30)		4 Period (14:45~16:15)		5 Period (16:30~18:00)			
		Lecture	Room	Lecture	Room	Lecture	Room	Lecture	Room	Lecture	Room	Lecture	Room
Mon						International Political Economy of Agriculture (alt)	108 S.Hisano	International Political Economy of Agriculture (alt)	108 S.Hisano	Econometric Analysis of Developing Economies	online Yano		
Tue				Academic Writing and Discussion	online & 107 Iwings	Advanced Academic Writing	online Iwings/& 107 A.Hisano	Critical Consumption Studies	107 S.Hisano/A.Hisano	Analysis of Contemporary Chinese Economy 1	107 Liu		
Wed		Sustainable Development Studies (alt)	106 Huroboron	Sustainable Development Studies	106 Huroboron	Firms & Industrial Organisation in Japan Economic & Business History	CS Koban/Hikino	International Development Assistance Policy (Dec. 2 to Jan. 13)	online Raandison	International Development Assistance Policy (Dec. 2 to Jan. 13)	online Raandison		
Thu		Development Economics: Core	101 Kouno	Qualitative Research Methods	online Feuer	Research Design	104 Wang	Sustainable Industry Development (Oct. 7 to Nov. 25)	online Raandison	On-site Research Training A	108 S.Hisano/Kurosawa/Tanaka		
Fri				Readings on Institutional Economics	107 Iainazov	Introduction to East Asian Economics	online Iw/& 107 Tazoe	Field Research in Europe	S.Hisano/Raandison	GSE Seminar	Yano/S.Hisano		
Intensive	Comparative Development Studies	Gampbell/Forte/S.Hisano	Internship	A.Hisano	Historical Approaches to Business and Economics A	Presl/Kurosawa	Field Research in Europe	S.Hisano/Raandison	GSE Seminar	Yano/S.Hisano			
Intensive	Overseas Field Research	S.Hisano/A.Hisano/Raandison	International Academic Presentation	Iwings	Field Research in East Asia	Yano/A.Hisano/Iwings/Raandison							
Intensive	Academic Career Training	A.Hisano											
notes	CS: Case Study Room 【Research Bldg No.2 3rd floor】 IC 3F: 3F Conference room of Inamori Center 【Faculty of Pharmaceutical Sciences Campus】												notes



Course title <English>	Academic Career Training		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Ai Hisano	
Target Students	1st year students or above	Number of credits	1	Course offered year/period	Year-round
Day/period	As needed	Class style		Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>The purpose of this course is to help students prepare for their participation in a summer/winter school, or a similar program, in which they receive professional training for a research project. It provides an opportunity for students to exchange their ideas and plans for their projects, and develop and improve their research plans. By discussing various research methodologies, analytical frameworks for their projects, and various problems and concerns that students may face while conducting their research, this course will enable students to deepen their understanding of issues related to their research and to broaden their perspectives.</p>					
<b>[Course Goals]</b>					
<p>Students are expected to gain practical knowledge to execute their projects and analytical skills to examine research outcomes critically. They should also be able to situate their specific project in a broader context and to understand the significance of their research for their own career as well as for broader communities.</p>					
<b>[Course Schedule and Contents]</b>					
<p>Registration for this course is limited to PhD students who are going to participate in a summer/winter school or the like held in Japan or abroad designed for PhD students, post-doc researchers and relevant practitioners, and to receive professional training on specific research topics. Students are required to submit detailed information about the programme they wish to attend beforehand and a completion report (including a certificate of completion, if available) to the supervisors and instructors afterward.</p>					
<b>[Class requirement]</b>					
<p>A sufficient level of English (or other required languages) communication skill to actively participate in the training programme is required. It is possible to register the course and obtain credit up to twice; however, these separate registrations must be in different years/semesters.</p> <p>You are required to submit a registration form (before the training) and a completion form (afterwards). Please contact the instructor, if you are interested in taking this course.</p>					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>This course requires ex-post registration. Course Certificate (50%) / Completion report (50%)</p>					
<b>[Textbook]</b>					
<p>Not used</p>					
<b>[Reference books, etc.]</b>					
<p>( Reference books )</p>					
<b>[Regarding studies out of class (preparation and review)]</b>					
<p>For preparation, students are required to discuss with and get feedback from their supervisor(s) and, if needed, from the instructors.</p>					
<b>( Others (office hour, etc.) )</b>					
<p>* It is not possible to register for this course during the enrollment period. Students who wish to enroll and receive credit from this course are advised to contact the responsible instructors in order to complete the necessary (registration) procedures.</p> <p>Office hours are by appointment. Please e-mail to the instructors for an appointment.</p> <p>*Please visit KULASIS to find out about office hours.</p>					

Course Code (A915000/A915001)

Course title <English>	Academic Writing and Discussion		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Steven Edward Ivings	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Tue 2	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>This course is a practical introduction to the main rules and principals for effective academic communication in English both in writing and in spoken form. The course aims at developing student's skills in writing academic papers, giving oral presentations, and participating in academic discussions, so that students can gain a strong overall competence in all aspects of academic communication in English. Throughout the course students are actively engaged in various activities and exercises which help them to acquire knowledge of these critical skills and then to put them into practice. Topics include how to plan and structure academic papers; how to pose/frame research questions; how to provide a critical analysis in writing; how to make produce a convincing argument; how to integrate supporting evidence; and how to communicate their core ideas orally in both presentation and discussion formats.</p>					
<b>[Course Goals]</b>					
<p>Familiarizing students with the core knowledge and techniques in academic communication, and developing their practical skills in this regard, so that they can gain the confidence and know-how necessary to write academic papers to a high standard and give presentations at international conferences in English.</p>					
<b>[Course Schedule and Contents]</b>					
<p>Week 1: Introduction  Week 2: Elements of Research Design  Week 3: How to Structure an Academic Paper  Week 4: Organizing &amp; Utilizing Information and Evidence  Week 5: Developing an Analytical Writing Style  Week 6: Writing Abstracts  Week 7: Writing Introductions and Conclusions  Week 8: How to Give an Effective Presentation 1  Week 9: How to Give an Effective Presentation 2  Week 10: Editing Texts &amp; Referencing  Week 11: Student Presentation Practice 1  Week 12: Student Presentation Practice 2  Week 13: Writing Groups  Week 14: Writing Groups</p>					
<b>[Class requirement]</b>					
<p>Participants are required to actively engage in discussion and exercises throughout the course in which they develop an academic paper week-by-week. Towards the end of the course students make a short presentation on their paper to fellow classmates and participate in a writing group.</p>					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>Students are evaluated based on their participation in course exercises (60%) and final paper (40%). Course exercises include short writing assignments, a 10-15 minute presentation, and active participation in weekly discussion.</p>					
<b>[Textbook]</b>					
<p>The following is a useful textbook/workbook/reference for non-native English speakers: Stephen Bailey, Academic Writing: A Handbook for International Students,(Routledge,2018)</p> <p>It will be used on occasion in class, but not throughout the course. Therefore, it is not necessary to purchase the book, but students who feel they need extra help with their English might want to do so. It is certainly useful for self-study.</p>					
<b>[Reference books, etc.]</b>					
<p>( Reference books )  All relevant materials will be distributed in class.</p>					

**[Regarding studies out of class (preparation and review)]**

Students work on a paper and presentation throughout the course. This will include both in-class work and preparation at home.

**( Others (office hour, etc.) )**

\*Please Note: Autumn-Winter 2020 – This course will initially be taught online, but may switch to in-person at a later date if the risk of infection is significantly lowered.

Office hours by appointment.

\*Please visit KULASIS to find out about office hours.

**Course Code (A419000)**

Course title <English>	Advanced Academic Writing		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Steven Edward Ivings Senior Lecturer, Ai Hisano	
Target Students	1st year students or above	Number of credits	1	Course offered year/period	Spring: Tue 4 Autumn: Tue 3
Day/period	Tue 3	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>This course links elements of research design with the development of writing skills for the purpose of writing academic research papers and dissertations. It utilizes a number of the “gold standard” textbooks for this purpose, covering, among other things, topics such as how to formulate research questions and structure writing, how to engage sources and present evidence, how to cite different types of sources, how to format and effectively edit writing, and how to publish papers in international academic journals. In addition to these manual-based contents for academic writing, the course also provides PhD students with basic but crucial knowledge about a wide range of ethical issues discussed in the social sciences, such as those involved in conducting field research, dealing with private information, processing acquired data and information (e.g. avoiding research falsification and fabrication), and managing referencing (e.g. avoiding plagiarism).</p>					
<b>[Course Goals]</b>					
<p>After completing the course, students should be able to act confidently and proactively in the planning and writing up of their academic work. The course aims to improve both their technical skills and to make them aware of the various steps/hurdles encountered in seeing a work through to publication in an international academic journal.</p>					
<b>[Course Schedule and Contents]</b>					
<p>The course is divided into two parts. The first provides students with an outline of issues in academic writing, research design, etc., via interactive lectures. In the second part students are placed in writing/editing groups based on their areas of research and/or analytical approaches to receive tailored instructions.</p> <p>*Please note the content below might be adjusted to the specific needs of each student cohort</p> <p>Session 1 Course Introduction &amp; Elements of Writing Style  Session 2 Using evidence, making citations, structuring writing  Session 3 Writing/Editing a Conference Paper; Avoiding plagiarism  Session 4 How to Get Published  Session 5 Writing Group Meeting 1  Session 6 Writing Group Meeting 2  Session 7 Open Discussion Session/Feedback Session</p>					
<b>[Class requirement]</b>					
None					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>The grade for this course is assigned on the basis of:  Class Participation and Discussion (40%) / Final Essay (60%)</p>					
<b>[Textbook]</b>					
<p>Instructed during class  Several textbooks will be used or referred to in the lectures.  Students need not purchase a textbook but for reference the following is highly recommended: Turabian, Kate. 2013. A Manual for Writers of Research Papers, Theses, and Dissertations (8th Edition). Chicago: The University of Chicago Press.</p>					
<b>[Reference books, etc.]</b>					
<p>(Reference books)  Introduced during class  Required readings, and the related schedule, will be made available during class.</p>					

**[Regarding studies out of class (preparation and review)]**

Students are required to read all assigned literature in advance of each lecture.

**( Others (office hour, etc.) )**

\*Please Note: Autumn-Winter 2020 – This course will initially be taught online, but may switch to in-person at a later date if the risk of infection is significantly lowered.

Office hours by appointment.

\*Please visit KULASIS to find out about office hours.

**Course Code (A913000/A913001)**

Course title <English>	Analysis of Contemporary Chinese Economy 1/現代中国経済分析 1		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Deqiang Liu		
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn	
Day/period	Tue 5	Class style	Seminar		Language	Japanese
<b>[Outline and Purpose of the Course]</b>						
中国の改革開放政策が実施されてから40年経った。この間、中国は急速な経済成長を遂げ、世界第二の経済大国になっただけでなく、経済や科学技術の一部の分野においては世界の先端を走ることになった。しかし、今日の中国はかつてないほど数多くの深刻な問題を抱えるようになった。なぜそうなったのか、解決方法は何か。この授業では中国経済が直面する諸問題を分析していく。						
<b>[Course Goals]</b>						
近代経済学の視点から中国経済の直面する諸問題の原因を分析し、解決方法を導き出す能力を身に付けること。						
<b>[Course Schedule and Contents]</b>						
1. 授業概説 2. 中国の経済統計は信頼できるか 3. 金融リスクを乗り越えられるか 4. シャドーバンキングとは何か 5. 危機的な水準にある企業債務 6. 迫るバランスシート不況 7. 政府の債務保証による歪 8. 不動産バブルを止められるか 9. 経済格差の行方 10. 農民工はどこへ行くのか 11. 国有企業改革の行方 12. 共産党体制での成長は持続可能か 13. 米中貿易摩擦は解決できるか 14. 中国経済と世界経済 15. 総合討論						
<b>[Class requirement]</b>						
ミクロ経済学とマクロ経済学の基礎知識があること						
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>						
授業への出席、発表、発言及びレポート等に基づいて総合的に評価する。						
<b>[Textbook]</b>						
梶谷懐 『中国経済講義』（中公新書） 関辰一 『中国経済成長の罨』（日本経済新聞社）						
<b>[Reference books, etc.]</b>						
（Reference books） Introduced during class						
<b>[Regarding studies out of class (preparation and review)]</b>						
授業で発表される内容について、受講者全員が必ず事前に読んでおくこと。						
<b>（Others (office hour, etc.)）</b>						
授業に関する質問や相談は随時受け付け可。ただし、事前にメールで連絡してほしい。liu@econ.kyoto-u.ac.jp ※オフィスアワーの詳細については、KULASISで確認してください。						

<b>Course title</b> <English>	Comparative Development Studies		<b>Instructor(s)</b> (Affiliated department, Job title, Name)	[Instructors] University of Otago, Professor, Hugh Campbell The American University of Rome, Professor, Maria Fonte [Cordinator] Graduate School of Economics, Professor, Shuji Hisano		
<b>Target Students</b>	1st year students or above	<b>Number of credits</b>	2	<b>Course offered year/period</b>	2020/Autumn	
<b>Day/period</b>	Intensive	<b>Class style</b>	Lecture	<b>Language</b>	English	
<b>[Outline and Purpose of the Course]</b>						
<p>【This course is an international collaborative course.】 This course consists of two different, but mutually intersecting sessions.</p> <p>The first session "Modernity and Crisis: Four Key Theorists" aims at providing students with an overview of the theories of 'modernity' that have been foundational to sociological thinking since the earliest emergence of the discipline. Max Weber, in particular, characterised modern society as efficient, productive and rational, and yet also increasingly prone to crisis and the gradual de-humanisation of its citizens. This course explores the work of four key theorists of modernity (George Ritzer, Robert Putnam, James C Scott, and Hannah Arendt), each one of which illuminates a particular crisis of modernity.</p> <p>The second session "Rural Development and Local Food in the Transition Toward a Sustainable Food System" aims at offering students a room to discuss different frameworks for the analysis of the current "turn" and "transition" in rural development and the global agro-food economy. What is wrong with the present agro-food system? What is the future food system we would like to aim at? What strategies and forms of governance may be better suited to lead us to the desirable future? The articles proposed to consideration offer different theoretical perspectives on how to direct agro-food economy toward sustainability and social justice.</p> <p>The course wants to stimulate students' participation in order to develop a comparative perspective at global level on these topics.</p>						
<b>[Course Goals]</b>						
Students participating in this course are expected to acquire the knowledge and skills necessary to analyse the complex and dynamic processes of development and modernity. It is our educational goal that participating students enhance their understanding and critical sense of reality of the ecological, economic, social and political systems from a multidimensional and multidisciplinary perspective.						
<b>[Course Schedule and Contents]</b>						
<p>The first session (Hugh Campbell, University of Otago, New Zealand) explores the work of four key theorists of modernity, each one of which illuminates a particular crisis of modernity.</p> <p>1) The McDonaldization of Society: George Ritzer, a neo-Weberian who examines the way in which bureaucratic logics and rationalities have combined with capitalist profit-seeking to create 'controlled' worlds of consumption that dehumanise us as individuals and increasingly constrain our lives. His theory describes what he calls the 'McDonaldization' of society. -- Reading: selected from George Ritzer - The McDonaldization of Society</p> <p>2) Individualization and Loss of Community: Robert Putnam, also a neo-Weberian, is most known for his work on social capital and loss of community in modern societies. His celebrated book Bowling Alone examines changes in the way that American citizens have engaged in wider social worlds. His argument is that we are losing our connectedness to diverse communities and our lives are becoming more 'individualized' and more alienated and intolerant of difference. -- Reading: selected from Robert Putnam, Bowling Alone: the collapse and revival of American community.</p>						

3) Modernity, Nature and State Control: James C Scott is a neo-Marxist scholar (who also draws on Weber) who has examined the way in which the modernist state took a particular form during the 20th Century and how the state (and modernity) have increasingly come into tension and conflict with ecological forces. In his book *Seeing Like A State*, he describes some of the mechanisms of control that the state uses to constrain citizens and how, using examples like the promotion of modernist agriculture - those mechanisms have increasingly failed to control and dominate nature.  
-- Reading: Selected from James C Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*.

4) The Authoritarian State and the De-Humanization of Citizens: Hannah Arendt is a political philosopher who has become increasingly adopted by sociologists seeking to understand some of the political pathologies of modernist society. Arendt argued that the rational apparatus of the state has evolved in ways that have not been constrained by values or ethics and that 'servants of the state' can easily transition into becoming 'servants of evil intentions'. Her compelling example of the holocaust in Nazi German (which she herself narrowly escaped) is now considered a classic study of the rise of authoritarianism in modernist societies and has had a revival of interest in the age of Donald Trump.  
-- Reading: Selected readings by Hannah Arendt.

In combination, these four theorists bring to light four key crises of modernity: 1) bureaucratic and rationalized systems of social control, 2) Individualization and the loss of social bonds, 3) the conflict between modernity and nature, and 4) the rise of authoritarianism and the de-humanization of vulnerable groups.

The second session (Maria Fonte, American University of Rome, Italy) reviews various practices, discourses and policies on sustainable development and transitions in the agro-food economy, with special attention to Europe, from rural sociology and/or economic geography approaches.

1) Recent themes and concepts in the development of agriculture and rurality: new rurality, quality turn and civic food networks

-- Jan Douwe van der Ploeg, Ye Jingzhong, Sergio Schneider, 2010. Rural development reconsidered: building on comparative perspectives from China, Brazil and the European Union. *Rivista di Economia Agraria*, 2: 163-190.

-- Fonte, M. and Quietti, Maria Grazia 2018. Food Production and Consumption Practices Toward Sustainability: The Role and Vision of Civic Food Networks. Reference Module in Food Science, Elsevier 2018.

2) Towards sustainable diets: the role of consumers

-- The Lancet Commissions, 2019. Food in the Anthropocene: the EAT-Lancet Commission on healthy diets from sustainable food systems, pp.1-7.

-- Ray, C. 1998. Culture, intellectual property and territorial rural development, *Sociologia Ruralis*, 38(1): 3-20.

-- Henk Renting, Markus Schermer and Adanella Rossi, 2012. Building Food Democracy: Exploring Civic Food Networks and Newly Emerging Forms of Food Citizenship. *International Journal of Sociology of Agriculture and Food*, 19(3): 289-307.

3) How to conceptualise transitions to sustainability: Multi-level Perspective and Social Practices Theory

-- Geels, F.W., Schot, J., 2007. Typology of socio-technical transition pathways. *Research Policy*, 36: 399-417.

-- Fonte, M. 2013. Food consumption as social practice: Solidarity Purchasing Groups in Rome, Italy. *Journal of Rural Studies*, 32: 230-239.

-- Crivets, M and Paredis E., 2013. Designing an explanatory practice framework: Local food systems as a case. *Journal of Consumer Culture*, 13(3): 306-336.

4) Democratising food: Real Utopias projects, food councils and new forms of governance

-- Fonte, M. and Ivan Cucco 2018. The centrality of food for social emancipation: Civic food networks as real utopias projects. Jose Luis Vivero-Pol, Tomaso Ferrando, Olivier De Schutter and Ugo Mattei, eds., *Routledge Handbook of Food as a Commons*, Routledge.

-- Blay-Palmer, A., 2009. The Canadian pioneer: the genesis of urban food policy in Toronto. *International Planning Studies*, 14(4): 401-416.

Both sessions will be offered in an intensive way, such as every morning (1-2 periods) in a week, or two classes (1-2 periods for each) for two weeks. The detail will be announced when it is confirmed.



<b>[Class requirement]</b>
There are no special requirements for this course. This course is designed for any and all students with an interest in international development, rural development and interdisciplinary approaches.
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>
Grading will be done on the basis of attendance, class participation and a final presentation and/or assignment essay by each student.
<b>[Textbook]</b>
Readings will be made available through a Cloud system (e.g. GoogleDrive). See course schedule (t.b.a.) for a detailed reading list.
<b>[Reference books, etc.]</b>
(Reference books) Readings will be made available through a Cloud system (e.g. Dropbox). See course schedule (t.b.a.) for a detailed reading list.
<b>[Regarding studies out of class (preparation and review)]</b>
<p>Participating students will be assigned to read chapters of textbooks and relevant articles beforehand. Since classes are very interactive, well-preparation for each class is very important for students to participate in discussions. Also, at the end of the course students will be assigned to present their report on whatever relevant to the topics discussed in the classes.</p> <p>Regarding the preparation, which is also a part of student assignments, the registered participants are required (and all other participants are encouraged) to well prepare each class by reading required materials and bring (if possible, submitting beforehand) an analytical summary of the assigned readings.</p> <p>Analytical summary of two assigned readings for each class must be 400-500 words (one-page A4) consisting of three parts:</p> <ol style="list-style-type: none"> <li>1) Summary --- identify and summarise the key arguments or main points of the assigned reading(s). Not descriptive, but analytical. Not exhaustive, but picking out three or four of the important key arguments or main points, and briefly explain them.</li> <li>2) Integration --- pick one or two ways in which the authors' arguments or the topics of the assigned readings relate to one another or relate to something that has been ever studied by the students or also to the reality of their own country or region. Look for similarity or difference, and generate connections, contrasts or comparisons between them.</li> </ol> <p>3) Question/Reactions --- identify questions the readings raise for students that we could discuss in the class.</p> <p>Also, students can raise specific questions about which parts of the reading did not make sense. Possible to raise objections (to content, style, politics, methods, etc), argument, praise, or any other reactions the students have while reading.</p>
<b>( Others (office hour, etc.) )</b>
t.b.a. *Please visit KULASIS to find out about office hours.

Course Code (A620000)

Course title <English>	Critical Consumption Studies		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Ai Hisano Professor, Shuji Hisano		
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn	
Day/period	Tue 4	Class style	Lecture	Language	English	
<b>[Outline and Purpose of the Course]</b>						
<p>This course examines the political, economic, social, and cultural aspects of consumption broadly conceived. Theoretical and empirical studies on consumption have attracted scholarly attention from various disciplines ranging from sociology, anthropology, history, geography, business, and marketing studies, to agri-food studies. This course provides the overview of the interdisciplinary discussion on consumption -- not simply as the purchasing of goods but also as a political and social practice. It asks, for example, how have scholars in different disciplines understood and theorized consumption?; how does the consumption of food, clothes, and other consumer products affect social, economic, cultural and environmental sustainability?; and who are main actors and how they interact each other in these processes?</p>						
<b>[Course Goals]</b>						
<p>This course aims to foster students' better understanding of theories, approaches and practices concerning consumption. It particularly helps students to identify key theoretical studies and concepts on the issue and to critically analyze consumption from comparative perspectives.</p>						
<b>[Course Schedule and Contents]</b>						
<p>Week 1 (Oct. 6) Introduction</p> <p>[Module 1: Theoretical Frameworks and Concepts of Consumption Studies]</p> <p>Week 2 (Oct. 13) Sociology and Political Economy of Consumption [SH]</p> <p>Week 3 (Oct. 20) Sociology and Culture of Consumption [AH]</p> <p>Week 4 (Oct. 27) Geographies and Politics of Consumption [SH]</p> <p>Week 5 (Nov.10) Business History and Consumption [AH]</p> <p>[Module 2: Consumption of Food]</p> <p>Week 6 (Nov. 17) Food Consumption and Place: Globalisation, Localisation, and Social Justice [SH]</p> <p>Week 7 (Nov. 24) Food Consumption and Identity [SH]</p> <p>Week 8 (Dec. 1) Food Consumption and Nutrition Politics [SH]</p> <p>Week 9 (Dec. 8) Food Consumption and Sustainability Politics [SH]</p> <p>[Module 3: Consumption, Body, and Gender]</p> <p>Week 10 (Dec. 15) Consumption and Body Images [AH]</p> <p>Week 11 (Dec. 22) Gendering Consumption [AH]</p> <p>Week 12 (Jan. 5) Consuming the Body, or Empowerment? [AH]</p> <p>Week 13 (Jan. 12) Consumption and the Senses [AH]</p> <p>Week 14 (Jan. 19) Final Discussion</p>						
<b>[Class requirement]</b>						
<p>No prerequisite knowledge or skill required other than English language ability sufficient to interact actively in class.</p>						
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>						
<p>Attendance and Participation (60%): You will be expected to attend all class sessions and to participate actively. This will require you to have completed all assignments and to have thought about them before class. As part of your class participation, each student is required to make a presentation on the required reading(s) at least once.</p> <p>Final Paper (40%): Details will be announced in class.</p>						
<b>[Textbook]</b>						
<p>Instructed during class</p> <p>Reading materials will be made available in PDF through a Cloud system (Google Drive). All readings will be labeled depending on their importance: (a) Required, (b) Suggested, and (c) Optional. The list of readings will be distributed in advance of the start of the class.</p>						

<b>[Reference books, etc.]</b>
Introduced during class Reference literature will be made available on the Cloud system (Dropbox). They will be labeled "Reference", and are useful for students wishing to dig deeper into a specific topic.
<b>[Regarding studies out of class (preparation and review)]</b>
Students are expected to complete all assigned readings to come prepared to discuss them in class.
<b>( Others (office hour, etc.) )</b>
By appointment *Please visit KULASIS to find out about office hours.

**Course Code (A637000)**

Course title <English>	Development Economics: Core		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Associate Professor, Hisaki Kouno	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Thurs 1	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>This course will cover current issues in economic development research throughout the year. Through lectures and homework assignments, we will learn how we can apply economics and econometrics to analyze a wide range of development problems. The course will also provide an introduction to empirical methods in development, including linear regression, panel data analysis, regression discontinuity design, field experiments and structural estimation. The homework assignment include empirical exercise using Stata or R.</p>					
<b>[Course Goals]</b>					
<ul style="list-style-type: none"> <li>- To be familiar with current topics in development economics.</li> <li>- To be able To understand the required assumptions in empirical studies.</li> <li>- To be able To identify the appropriate empirical framework for a given research question with available data set.</li> <li>- To be able To implement empirical studies using statistical software.</li> <li>- To initiate own research.</li> </ul>					
<b>[Course Schedule and Contents]</b>					
<p>1. Introduction / Program Evaluation and Econometrics  2-3. Program Evaluation and Econometrics  4-6. History, Institutions, and Development  7-8. Public Health  9-10. Education  11-12. Insurance  13-14. Credit Market  15. Feedback</p>					
<b>[Class requirement]</b>					
Graduate level core courses in microeconomics, macroeconomics, and econometrics.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Homework (40%); Presentation (40%); Class participation (20%)					
<b>[Textbook]</b>					
Not used.					
<b>[Reference books, etc.]</b>					
Reading list will be provided at the first class					
<b>[Regarding studies out of class (preparation and review)]</b>					
Students are required to learn how to use Stata or R to solve the homework assignment.					
<b>( Others (office hour, etc.) )</b>					
<p>Office hour: 11:30-13:00 on Fridays.  Need appointment at  <a href="http://hisaki_kono.youcanbook.me/">http://hisaki_kono.youcanbook.me/</a></p> <p>*Please visit KULASIS to find out about office hours.</p>					

Course Code (A535000)

Course title <English>	Econometric Analysis of Developing Economies /アジア経済数量分析2		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Go Yano	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Mon 5	Class style	Seminar	Language	English
<b>[Outline and Purpose of the Course]</b>					
この授業の目的は、参加者が標準的な経済学のツールを用いた移行経済・発展途上経済の実証分析に習熟し、実際に研究を行うことである。 The course aims participants to master and conduct empirical study of transition and developing economies using the tools from standard economics.					
<b>[Course Goals]</b>					
経済学当該分野における査読付き論文を執筆する能力を習得することが期待できる。 It can be expected that participant students obtain skills to write papers publishable on refereed academic Journals of those fields of Economics.					
<b>[Course Schedule and Contents]</b>					
論文・書籍の講読と個人研究報告が主としてこの授業を構成する。特に注意が払われるトピックスは、制度と経済発展、途上国経済における企業金融、企業家の生成、少数民族地域の経済、である。講読対象論文・書籍についての相談は随時行われる。なお使用言語は英語である。 Reading academic papers or books and personal research reports by participants comprise main contents on this course. Particularly focused topics are: institutions and economic development, corporate finance in developing economies, generation of entrepreneurs, and economy in ethnic minorities areas. We have a talk over what paper or books to read on this course from time to time. This course is offered in English.					
<b>[Class requirement]</b>					
(統計学を含む)計量経済学、マクロ経済学、ミクロ経済学の基本的理論を修得済であることを参加者は要求される。この要求は厳格なものである。 Participants are required to have mastered basic level of econometrics including statistics, microeconomics and macroeconomics. Knowledge of econometrics is particularly important. The requirement is critical.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
レポート・発表によって評価する。 Evaluation is done on the basis of text and personal research reports.					
<b>[Textbook]</b>					
上記のように受講者と相談の上、適宜指定していく。 We have a talk over what paper or books to read on this course from time to time, as mentioned above.					
<b>[Reference books, etc.]</b>					
(Reference books) 授業中に紹介する。 The material to refer is introduced during classes.					
<b>[Regarding studies out of class (preparation and review)]</b>					
論文の購読をおこなうときには、出席者は事前にその論文の内容を精査し、すでに学術誌に掲載されている論文であっても、その改善提案を具体的に考えてくることが期待される。 Participants are supposed to read carefully papers beforehand and propose several way to improve the papers which have been usually published already on Journals.					
<b>(Others (office hour, etc.))</b>					
月曜日の講義時間の前後の時間をオフィスアワーとしたいと思います。但し、極力事前に御連絡下さい。 The times before and after the class on Monday are designated as office hour. Please make appointment as possible. *Please visit KULASIS to find out about office hours.					

Course Code (A543000)

Course title <English>	Econometrics		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Program-Specific Senior Lecturer, Ma Teng	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Mon 3	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
Econometrics introduces the regression methods for analyzing data in economics. This course covers both the theoretical and the practical aspects of statistical analysis. The goal is to help you develop a solid theoretical background in introductory level econometrics, the ability to implement the techniques and to critique empirical studies in economics.					
<b>[Course Goals]</b>					
Students will learn linear models with cross-sectional data, difference-in-Differences estimation, and nonlinear models for cross-sectional and panel data in this course.					
<b>[Course Schedule and Contents]</b>					
This course begins with an introduction to the nature of econometrics and economic data, and introduces a framework for learning regression analysis with cross-sectional data. Next, it introduces panel data which includes several panel estimators: POLS, RE, FE, and FD. We then turn our attention to instrumental variables and endogeneity. The final section of this course provides an introduction to estimating the treatment effects.					
<ol style="list-style-type: none"> <li>1. The nature of econometrics and economic Data</li> <li>2. The linear regression model and the OLS estimator</li> <li>3. Properties of the OLS estimators</li> <li>4. Using and extending the simple regression model</li> <li>5. The distribution of the OLS estimators and hypothesis testing</li> <li>6. Robust and clustered standard errors</li> <li>7. Panel data: an introduction</li> <li>8. Panel estimators: POLS, RE, FE, FD</li> <li>9. Instrumental variables</li> <li>10. Estimation under sequential exogeneity: GMM</li> <li>11. Approaches to nonlinear unobserved effects models</li> <li>12. Binary response models and exponential models</li> <li>12. Strategy for program evaluation</li> <li>13. Estimating the propensity score</li> <li>14. Estimating the treatment effects</li> </ol>					
By the end of the course, you will be able to understand introductory econometric theory, and use these techniques to critique empirical studies in economics.					
<b>[Class requirement]</b>					
None					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Final exam					
<b>[Textbook]</b>					
Jeffrey M. Wooldridge 『Introductory Econometrics: A Modern Approach』 (Cengage Learning) ISBN: 978-1-305-27010-7					
Mans Soderbom, Francis Teal, Markus Eberhardt, Simon Quinn, Andrew Zeitlin 『Empirical Development Economics』 (Routledge) ISBN:978-0-415-81048-7					
<b>[Reference books, etc.]</b>					
(Reference books)					
<b>[Regarding studies out of class (preparation and review)]</b>					
Prepare and review class contents (textbook).					
<b>(Others (office hour, etc.) )</b>					
*Please visit KULASIS to find out about office hours.					

Course title <English>	Economic & Business History		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Steven Edward Ivings	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 3	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>This course aims to provide students with the overview of economic and business history from global perspectives. It covers a broad range of topics, geographical areas, and time periods, though mostly focusing on the period 1750-2000. Students who specialize in economic history or business history are encouraged to take this course, including those who have taken an economic and/or business history course at other institutions or those who have taken similar courses at Kyoto University only in Japanese, since this course will be conducted solely in English (including the lecture, discussion, and assignments). The course is also recommended to students who do not specialize in business or economic history but want to deepen their understanding of business and the global economy.</p> <p>The first part of this course week 1-9 is primarily lecture-based and students need to submit a weekly response to the lecture. This part of the course aims to develop students basic understanding of the field. Having acquired this basic understanding, from week 9 onwards each week will be based on discussion and student presentations of relevant readings in business and economic history (to be decided according to relevance and student interest) so as to better develop student's critical thinking about the field.</p>					
<b>[Course Goals]</b>					
<p>This course aims to foster an understanding of historical changes in business and economy. Upon completion of this course, students are expected to gain ability to:</p> <ul style="list-style-type: none"> <li>-explain the transformation of the global economy, the impacts of economic changes on various parts of the world, and the role of business in history.</li> <li>-identify and analyze key scholarly discussion in the fields of economic and business history.</li> </ul>					
<b>[Course Schedule and Contents]</b>					
<ol style="list-style-type: none"> <li>1. Introduction: What is economic history?</li> <li>2. Early Capitalism, Great Divergence</li> <li>3. Industrial Revolution</li> <li>4. The International Economy in the Nineteenth Century</li> <li>5. The International Economy Between Two World Wars</li> <li>6. The International Economy Post WW2</li> <li>7. Regional Focus: Western Europe</li> <li>8. Regional Focus: East Asia</li> <li>9. Regional Focus: The Americas</li> <li>10. Reading Based Discussion Class 1</li> <li>11. Reading Based Discussion Class 2</li> <li>12. Reading Based Discussion Class 3</li> <li>13. Reading Based Discussion Class 4</li> <li>14. Reading Based Discussion Class 5</li> <li>15. Feedback Session</li> </ol>					
<b>[Class requirement]</b>					
No prerequisite knowledge or skill required.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Attendance, active participation, and weekly lecture responses 70%; presentation 30%					
<b>[Textbook]</b>					
To be announced in class					
<b>[Reference books, etc.]</b>					
( Reference books )					
To be announced in class					
<b>[Regarding studies out of class (preparation and review)]</b>					
Students are expected to read all the reading assignments and prepare for class. All relevant materials will be distributed prior to class.					
( Others (office hour, etc.) )					
<p>*Please Note: Autumn-Winter 2020 – This course will initially be taught online, but may switch to in-person at a later date if the risk of infection is significantly lowered.</p> <p>Office hours by appointment.</p> <p>*Please visit KULASIS to find out about office hours.</p>					

Course Code (A607000)

Course title <English>	Economic History Readings B		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Takafumi Kurosawa Professor, Junko Watanabe Professor, Akira Tanaka Senior Lecturer, Steven Edward Ivings	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 2	Class style	Seminar	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>A series of "readings" course in the field of economic and business history are designed to provide opportunity to have academic dialogue with past and contemporary "intellectual giants" through the readings of their original texts, selected from 'classic' books, influential journal articles, and other masterpieces or polemical works. It explores major topics in the field of global- and Japanese economic history.</p> <p>In 2020, we will examine three books, namely 1) "The Rise of the Glocal Company: Multinationals and the Making of the Modern World" by Robert Fitzgerald and 2) "Lectures on Modern Japanese Economic History 1926-1994s" by Nakamura Takafusa. 3) "Women and the Labour Market in Japan's Industrialising Economy" by Janet Hunter. This reading offers the opportunity to consider the current use of methods and approaches that are applied in economic and business history across the globe, and to contemplate the future prospects and direction of our field.</p> <p>This course is jointly provided by economic- and business historians and all students who study under supervision of Akira Tanaka, Junko Watanabe, Steven Ivings and Takafumi Kurosawa are strongly encouraged to attend this course, irrespective of their program, grade, main research language, and research topics.</p>					
<b>[Course Goals]</b>					
<p>Students will learn narratives and frameworks and the development of economic and social history. Students will also attain the basic capability to apply this understanding to their own research and understand its limitations.</p>					
<b>[Course Schedule and Contents]</b>					
<p>1.General Introduction (Ivings, Kurosawa and Watanabe) *****</p> <p>Module A: "Global Economic History through a lens of business history" (Prof. Takafumi Kurosawa)</p> <p>2.Multinationals, states and the international economy 3.Empires of business: 1870-1914 4.The reverse gear? 1914-1948 5.Cold War and the new international economic order: 1948-1980 6.Global economics? 1980-2012 *****.</p> <p>Module B: Japanese economic history (Prof. Junko Watanabe &amp; Dr. Steven Ivings) * Janet Hunter</p> <p>7. Textile workers and Japan's industrialization; The Rural Connection 8: Mechanization; Rural Origins 9: Making of Textile Workers; Institutions of Wage Payment 10: Changing the Rules of the Game; Collusion and Collaboration; Conclusion * Takafusa Nakamura</p> <p>11: Reconstruction (1945-1951) 12: Wealth without Military Power (1952-1965) 13: Emergence as an Economic Power (1966-1975) 14: Economic Globalization (1975-1988) *****</p> <p>15: General discussion and feedback (Ivings, Kurosawa and Watanabe)</p>					
<b>[Class requirement]</b>					
None					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>Methods: -presentation and contribution to the discussion: 50% -short essays on the topic of the course: 50% Point of view: Understanding the basic topics, major debates and basic historiography in economic history: 50% Capability to apply historical approaches to the understanding of relevant issues of modern industrial society: 50%</p>					



**[Textbook]**

Module A:

Robert Fitzgerald, "The Rise of the Global Company: Multinationals and Making of the Modern World, 2015, Cambridge University Press

Module B:

Hunter, Janet (2003) Women and the Labour Market in Japan's Industrialising Economy: the Textile Industry Before the Pacific War, Routledge.

Nakamura, Takafusa (1995), The postwar Japanese economy : its development and structure, 1937-1994 ; 2nd ed. University of Tokyo Press. \*This book was originally published in 1986 by Iwanami Shoten Publishers under the title Showa Keizai Shi.

**[Reference books, etc.]**

( Reference books )

[Module A]

Additional References will be introduced in during each class. [Module B]

Nakamura, Takafusa (1983), Economic growth in prewar Japan, translated by Robert A. Feldman. Yale University Press

**[Regarding studies out of class (preparation and review)]**

Reading of distributed material is required of all participants.

( Others (office hour, etc.) )

Office Hour: Every day after class

Please visit KULASIS to find out about office hours.

Course Code (A630000)

Course title <English>	Field Research in East Asia		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Shuji Hisano Senior Lecturer, Ai Hisano Professor, Go Yano Senior Lecturer, Steven Edward Ivings AGST Senior Lecturer, Tsilavo, Ralandison		
Target Students	1st year students or above	Number of credits	1	Course offered year/period	Year-round	
Day/period	Intensive	Class style		Language	English	
<b>[Outline and Purpose of the Course]</b>						
<p>The purpose of this course is to help students better understand the current economic and social situation in Northeast and Southeast Asian countries by participating in a field trip to various sites in one of the regions (e.g. China, South Korea, Taiwan, Thailand, and Indonesia) as well as an intensive cross-cultural and interdisciplinary programme (e.g. interactive lectures, seminar classes, and joint graduate workshop) organised with the support of our partner universities (e.g. Renmin University of China, Kyungpook National University, National Taiwan University, National Chengchi University, Thammasat University, Kasetsart University, Chulalongkorn University, and Gadjah Mada University). Through participation students are expected to acquire a sense of the reality "on the ground" with an international comparative perspective.</p>						
<b>[Course Goals]</b>						
<p>Students taking this course and participating in a field trip are expected to benefit from first-hand experience and acquire skills needed to conduct field research in various settings and to analyse the complex and dynamic processes of economic development and socio-cultural interaction in the region. It is our goal that participating students enhance their multidimensional and multidisciplinary understanding and critical sense of reality regarding economic, social and political systems.</p>						
<b>[Course Schedule and Contents]</b>						
<p>*Due to COVID-19, the content of this course is subject to change.</p> <p>Detailed information will be available shortly. There will be a selection process prior to the field trip, and therefore students cannot register for this course in advance without approval.</p>						
<b>[Class requirement]</b>						
<p>A sufficient level of English communication skill for conducting field research activities is required, as is a sufficient degree of progress in research in order to present at a joint graduate workshop. It is possible for doctoral students to register for the course and obtain credits twice (as maximum). However, these separate registrations must be in different years/semesters.</p> <p>Due to the limitations of budget and space, a certain number of students will be selected to take part in the course (i.e. a field trip programme of the year). Students who have registered (or will register) in the AGST Top Global Course (<a href="http://agst.jgp.kyoto-u.ac.jp/top-global-course/guidelines-for-gse-students">http://agst.jgp.kyoto-u.ac.jp/top-global-course/guidelines-for-gse-students</a>) will be prioritised. EA Programme students and Japanese students, who are not in the AGST Top Global Course, will be given a second priority.</p>						
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>						
<p>This course requires ex-post registration. Grading will be conducted on the basis of field trip participation and a presentation given at a graduate workshop, as well as the quality of the completion report submitted by the students.</p>						
<b>[Textbook]</b>						
Not used						

<b>[Reference books, etc.]</b>
( Reference books )
<b>[Regarding studies out of class (preparation and review)]</b>
Students are required to prepare well for field trip activities and the joint graduate workshop.
<b>( Others (office hour, etc.) )</b>
Students cannot register for this course during the regular enrolment period. Students who wish to enrol and receive credits from this course are advised to contact the responsible instructors in order to complete the necessary (registration) procedures. Office hours are by appointment. Please e-mail to the instructors for an appointment. *Please visit KULASIS to find out about office hours.

Course Code (A911000/A911001)

Course title <English>	Field Research in Europe		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Shuji Hisano AGST Senior Lecturer, Tsilavo Ralandison	
Target Students	1st year students or above	Number of credits	1	Course offered year/period	Year-round
Day/period	Intensive	Class style		Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>The purpose of this course is to provide students with an opportunity to participate in a field trip to various sites in one of the region (mainly in the Netherlands, Germany or the UK) as well as an intensive crosscultural and interdisciplinary programme (e.g. interactive lectures, seminar classes, and joint graduate workshop) organised with the support of our partner universities (e.g. Wageningen University, Heidelberg University, University of Glasgow). Through participation students are expected to acquire a sense of the reality on the ground with an international comparative perspective.</p>					
<b>[Course Goals]</b>					
<p>Students taking this course and participating in a field trip are expected to benefit from first-hand experience and acquire skills needed to conduct field research in various settings and to analyse the complex and dynamic processes of sustainable and inclusive development and socio-cultural interaction in the region. It is our goal that participating students enhance their multidimensional and multidisciplinary understanding and critical sense of reality regarding economic, social and political systems.</p>					
<b>[Course Schedule and Contents]</b>					
<p>For the time being, there is no open programme during the 2020-2021 academic year. Depending on the budget availability as well as the annual plan for collaboration with our partner universities, there is a possibility to organise a field trip to the region.</p>					
<b>[Class requirement]</b>					
<p>A sufficient level of English communication skill for conducting field research activities is required, as is a sufficient degree of progress in research in order to present at a joint workshop. Please note that some of the collaboration with our partner universities in European countries are research area-based: Wageningen University for agri-food and rural development studies; University of Glasgow, University of Barcelona and Erasmus University Rotterdam for business and socio-economic history studies. It is possible for doctoral students to register for the course and obtain credits twice (as maximum). However, these separate registrations must be in different years/semesters.</p>					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>This course requires ex-post registration. Grading will be conducted on the basis of field trip participation and a presentation given at a graduate workshop, as well as the quality of the completion report submitted by the students.</p>					
<b>[Textbook]</b>					
Not used					
<b>[Reference books, etc.]</b>					
( Reference books )					
<b>[Regarding studies out of class (preparation and review)]</b>					
Students are required to prepare well for field trip activities and the joint graduate workshop.					
( Others (office hour, etc.) )					
<p>Students cannot register for this course during the regular enrolment period. Students who wish to enrol and receive credits from this course are advised to contact the responsible instructors in order to complete the necessary (registration) procedures. Office hours are by appointment. Please e-mail to the instructors for an appointment. *Please visit KULASIS to find out about office hours.</p>					

Course Code (A912000/A912001)

Course title <English>	Firms & Industrial Organization in Japan		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Management Professor, Asli M. Colpan Adjunct Professor, Takashi Hikino	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 3	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>日本の企業と産業を国際的な視野から見て、その特徴を理解する。特に、日本経済の国際競争力の向上と低下を発展的、体系的に考察することを主眼とする。この授業は、日本の経済とビジネスをJICA(独立行政法人国際協力機構)と協力して、JICA開発大学院連携の一部として学習する機会を与えます。なお、この講義では、基本的には英語を共通言語として運営する。</p> <p>The balanced examination of the characteristics of Japanese firms and industries from internationally comparable perspectives. The particular focus will be placed on the rise and decline of the international competitiveness of Japanese economy from developmental and systematic points of view. The course gives students an opportunity to learn about Japanese economy and business in collaboration with the Japan International Cooperation Agency (JICA) under the Development Studies Programme. This course will be conducted in English as a teaching language.</p>					
<b>[Course Goals]</b>					
<p>受講生は、日本の企業と産業について、グローバルな視点からバランスの取れた体系的な知識を経済学と経営学を応用しながら習得する。</p> <p>Students are expected to acquire the systematic and balanced knowledge of the industries and businesses of Japan by applying the basic approaches of economics and management.</p>					
<b>[Course Schedule and Contents]</b>					
<p>Week 1: Introduction Week 2: Japan's Economic Growth in International Perspectives Week 3: Rapid Economic Growth and the Coming of the Economic Maturity Week 4: Japan's Bubble Economy and Lost Decades Week 5: Japanese Economy Today Week 6: Scales Economies and the Large Enterprise System Week 7: Japan's Dual Economy (Small Business and Entrepreneurship) Week 8: Japanese Business Organization: Horizontal and vertical keiretsu Week 9: Corporate Governance in Japan (1) Week 10: Corporate Governance in Japan (2) Week 11: Labor Market in Japan Week 12: Industry/company Analysis I Week 13: Industry/company Analysis II Week 14: Industry/company Analysis III Week 15: Final Exam</p>					
<b>[Class requirement]</b>					
<p>経済学、経営学の体系的な知識は特に必要としない。現実の産業と企業の市場競争への活発な関心が必要される。聴講の学生については、事前に教員に連絡をして許可を取ってください。聴講学生の人数には制限があることを了解してください。</p> <p>No systematic knowledge of economics or management is required. Active interest in market dynamics of industries and businesses are a prerequisite. Please note that audit students are required to have an appointment for interviews with the professors before class starts. The number of audit students will be limited.</p>					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>期末試験(60%)、授業の出席、発言等の積極的参加 (40%)。Final examination (60%), class attendance and participation (40%)。</p>					
<b>[Textbook]</b>					
<p>特に指定されたテキストは用いない。毎回PPT資料を配布し、さらに必要に応じて、文献のコピーを配布する。</p> <p>No specific textbooks are used. Copies of PPT slide and necessary articles and documents will be distributed.</p>					

**[Reference books, etc.]**

Others

必要な文献は適宜授業で紹介する。

Relevant reference will be provided in suitable classes.

**[Regarding studies out of class (preparation and review)]**

受講生は事前に配布される資料を読んだ上で授業に参加すること。

Students are expected to come to the class after they read the assigned materials that will be distributed at the classroom.

**Others (office hour, etc.)**

授業終了後とEメール等による個別のアポイントメント。

Office hours: After the class and making an appointment via e-mail and other communications. Please visit KULASIS to find out about office hours.

**Course Code (A593000)**

Course title <English>	GSE Seminar		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Shuji Hisano Professor, Go Yano	
Target Students	1st year students or above	Number of credits	1	Course offered year/period	Year-round
Day/period	Intensive	Class style		Language	English
<b>[Outline and Purpose of the Course]</b>					
The purpose of this seminar is to encourage students to actively participate in seminars and workshops designed for PhD students, post-doc researchers as well as faculty members with the aim of exchanging ideas and enhancing academic quality through presentation and discussion on specific research topics.					
<b>[Course Goals]</b>					
Students are expected to acquire higher-level of academic presentation and discussion skills and expand academic networks.					
<b>[Course Schedule and Contents]</b>					
Throughout the academic year, there are many seminars and workshops organised according to specific research areas. Students taking this course are required to participate in more than 6 seminars/workshops (not necessarily on the same research area) and present a research paper more than once to receive feedback from other participants. Target seminars/workshops include: GSE seminar series offered in Applied Microeconomics, Applied Macroeconomics, Asian Economic Development, International Economics, Economic and Business History, Management, Accounting Research, and Institutional Economic Dynamics; PhD workshops managed by several GSE's faculty members (the list can be found in the Study Guideline, though available only in Japanese); BBL; AGST-related seminars/workshops including those coordinated at the Graduate School of Agriculture (Division of Natural Resource Economics) and the Graduate School of Letters; and other types of seminars/workshops organised by GSE's faculty members.					
<b>[Class requirement]</b>					
Students are required to use the official Application Form and Attendance Forms. For the former, students are required to consult with their supervisors beforehand and get a confirmation signature. This is important to make a feasible plan to participate in relevant seminars/workshops and present a research paper on a right occasion. For the latter, students are required to get a confirmation signature each time from an organiser/coordinator of the seminar/workshop. Also, students are required to fill in, get a signature on, and submit a Presentation Form after presenting their research paper at one of the seminars/workshops. At the completion (or at the end of academic year) students are required to submit all the Attendance Forms as well as the Presentation Form.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Grading will be conducted on the basis of the quality and appropriateness of seminars/workshops the students attended as well as the quality of the Presentation Form (i.e. presentation summary and accomplishment report) submitted by the students.					
<b>[Textbook]</b>					
Not used					
<b>[Reference books, etc.]</b>					
( Reference books )					
<b>[Regarding studies out of class (preparation and review)]</b>					
The purpose of this course is to encourage students not only to attend a series of seminars/workshops, but to actively participate in discussion and learn effectively and productively from presentation. Therefore, students are strongly recommended to well prepare seminars/workshops (e.g. by reading relevant materials and handouts distributed beforehand, if any) and their own presentation.					
<b>( Others (office hour, etc.) )</b>					
Office hours are by appointment. Please e-mail to the instructors for an appointment, if necessary (it is more significant to consult with supervisors). *Please visit KULASIS to find out about office hours.					

Course Code (914000/914001)

<b>Course title</b> <English>	Historical Approaches to Business and Economics A		<b>Instructor(s)</b> (Affiliated department, Job title, Name)	[Instructor] University of Barcelona, professor, Paloma Fernandes Perez University of Glasgow, Professor, Duncan Ross [Cordinator] Graduate School of Economics, Professor, Takafumi Kurosawa	
<b>Target students</b>	1st year students or above	<b>Number of credits</b>	1	<b>Course offered year/period</b>	2020/Autumn
<b>Day/period</b>	Intensive	<b>Class style</b>	Seminar		<b>Language</b> English
<b>[Outline and Purpose of the Course]</b>					
<p>This class is designed to explain the basic methods and its applications for analyzing the economy, business and society from a historical perspective. This class is intended for 1) students who study economic history, business history, and social history, and 2) students who are studying management, organizational studies, economics, political economy, and regional studies, with an interest in connecting with the time perspective, longitudinal analysis, evolutionary perspectives, the treatment of context. The lectures are provided by specially appointed professors invited from overseas universities. This year, the class will consist of two modules of four lessons each;</p> <p>Module A: "Family Business: Theory and History", presented by Prof. Paloma Fernández Pérez (University of Barcelona), Module B: "From Firm to the Global Value Chains", presented by Prof. Duncan Ross (University of Glasgow).</p> <p>Although these two themes are independent of each other, they share a fundamental perspective and approach to business history, and students can study both in unison (students who do not require credit may audit only one of them).</p> <p>【This course is an international collaborative course that is being offered by GSE professors in collaboration with Prof. Paloma Fernández Pérez and Prof. Duncan Ross. If you are registered in the Top Global Course certificate program, a minimum of two credits from such course is one of the requirements for obtaining the certificate.】</p> <p>* Important notice: Second year master's students (those who will finish in March) may take this course, but the credits in this course cannot be counted as credits for completion.</p>					
<b>[Course Goals]</b>					
<ul style="list-style-type: none"> <li>• Students will be able to analyze and interpret various social phenomena in contemporary society, especially with regard to economics and business, from a historical perspective.</li> <li>• Students will understand the theories, analytical frameworks, concepts, and methods presented in the assigned literature and be able to use them to discuss and present their ideas with the instructor and other participants.</li> </ul> <p>The individual Course Goals for Module A and Module B are as follows</p> <p>【Module A】</p> <p>This part is to familiarize students with theories, and with current empirical advances in the research of family businesses in the world. Also, to teach students sources and methodologies they can use to do future research about the subject.</p> <p>【Module B】</p> <p>This module is designed to introduce students to the theory of the firm and to apply that theory to the multinational enterprise, its activities, shape and structure.</p>					



### **[Course Schedule and Contents]**

This class will be provided in the form of an online, simultaneous, interactive class using Zoom. Some of the preparatory materials may be recorded, but students are required to attend the classes according to the schedule below. (Zoom access information will be posted on Kulasis and Panda after October 15).

**【Module A】** "Family Business: Theory and History" by Prof. Paloma Fernández Pérez

Date: October 19, 26 - November 2, 16, 2020,

Time: Every Monday (Period 5) 16:30-18:00

1. (October 19) Theories of Family Business
2. (October 26) Sources and Archives for Family Business Research
3. (November 2) History of Family Businesses in Developed Countries
4. (November 16) History of family businesses in Developing Countries

**【Module B】** : "From Firm to the Global Value Chains" by Prof. Duncan Ross (University of Glasgow)

Date: February 4, 11, 18, 25, 2021,

Time: Every Thursday (Period 5 & 6 : 17:30 - 19:00)

1. (Feb. 4) Theory of the Firm
2. (Feb.11[it's a national holiday, but lecture will be provided]) Theory of Multinational Firms
3. (Feb.18) Foreign Direct Investment
4. (Feb.25) Global Value Chains

In "Module A", it aims at presenting the factors that explain the resilience of family businesses, and the reasons for their adaptation to change in the last centuries. The diverse historical contexts are shown to determine the diversity of such factors in the world. The methodology combines presentations from the instructor about concepts and theories, with readings and presentations of the students about endogenous and exogenous conditions that influence family business evolution, and about national case studies that show the complexities of family businesses in developed and emerging economies.

Module B will begin with an investigation of the theory of the firm. It will explore seminal contributions from Penrose, Williamson, Chandler and Teece. The analysis will then be extended to encompass the Multinational Enterprise, using Dunning's eclectic theory as a starting point, but we will explore the issue of whether MNEs are in any substantial way 'different' from other forms of enterprise organization. We will then explore the nature and patterns of Foreign Direct Investment, policies designed to attract it and its impact. The issue of Global Value Chains will then return to the question of what a firm and how should it be organized.

### **[Class requirement]**

An interest in historical approaches is a prerequisite to taking this course. Participating students are required to read the assigned literature prior to class to prepare for the discussion.

### **[Method, Point of view, and Attainment levels of Evaluation]**

The grades for Module A (50%) and Module B (50%) will be combined for the overall grade. Students who need credit must take both modules.

**【Module A】** Methods & Criteria: 70% oral and written participation in sessions; 30% term paper: The subject matter and volume of the paper will be explained in class. (Read the description in the "Textbooks" section below.)

**【Module B】** Students will be required to submit a short (500 word) position piece prior to each week's class, summarizing key debates and issues. The best three of these for each student will combine for 60 per cent of the final grade. A final essay on a topic to be determined by the student in discussion with the tutor will account for the remaining 40 per cent.

## [Textbook]

### 【Module A】

Readings Module A. Professor Paloma Fernandez. October-November 2020, for the Kyoto University.

• ☒ Students must read before each session one mandatory reading indicated below, write an original critical 2-3 double spaced pages essay, with 2 questions raised by the reading, and send it to palomafernandez@ub.edu before session takes place. In every session half of the time the students will debate issues related to the reading guided by the professor in a zoom session. This work will mean up to 70% of the total assessment in this Module A.

#### Session 1. Theories of Family Business

Paloma Fernández and Andrea Colli eds. (2013), *The Endurance of Family Business. A Global Overview*. Cambridge, Cambridge University Press. Pages: Introduction by P. Fernandez and A. Colli; chapter by P. Fernández and N. Puig and chapter by P. Sharma and C. Salvato.

#### Session 2. Sources and Archives for Family Business Research

\*Have a look and analyze, in a comparative way, the type of information, how it is organized, what information might be missing, conditions to access the information, of the following sites:

UK National Archives: <https://discovery.nationalarchives.gov.uk/results/r?q=Family+History>

Wal-Mart History Corporate Website: <https://corporate.walmart.com/our-story/our-history>

Rockefeller Archive Center website: <https://rockarch.org/>

Siemens Archive: <https://new.siemens.com/global/en/company/about/history/siemens-historical-institute/archives.html>

Li Ka Shing Biography in YouTube: [https://www.youtube.com/watch?v=Wa7PJ\\_AOyKE](https://www.youtube.com/watch?v=Wa7PJ_AOyKE)

Toyota History in Toyota corporate website: <https://www.toyota-industries.com/company/history/>

#### Session 3. History of Family Businesses in Developed Countries

The Rothschilds Archive: “The Rothschilds Business” in Frankfurt, London, Paris, Vienna, and Naples. Look at each link in each of these cities and read the text. You can have a look, additionally, to links to the biography of different generations of the family if you have the time.

<https://www.rothschildarchive.org/business/>

#### Session 4. History of Family Businesses in Developing Countries

Andrea Lluch and Paloma Fernández (2019), “Teaching entrepreneurial families and family business history in Latin America, 1870s-2017”, Working paper of the Asociación Española de Historia Económica, DT AEHE 1902, <https://www.aehe.es/wp-content/uploads/2019/01/dt-aehe-1902.pdf>

### Module B

Textbook: Peter Dicken: *Global Shift. Mapping the Changing Contours of the World Economy* (7th edition, 2015)

**[Reference books, etc.]**

【Module A】 see above

【Module B】

Session 1

Ronald Coase, "The nature of the firm", *Economica* n.s. 4 (November 1937): 386-405.

Edith Penrose, *The theory of the growth of the firm* (Oxford: OUP, 1995) especially the new introduction.

David Teece et. al., "Dynamic capabilities and strategic management", *Strategic Management Journal* 18 (1997): 509-533.

Oliver Williamson, "The modern corporation: Origins, evolution, attributes," *Journal of economic literature* 19 (1981): 1537-1568

Session 2

John Dunning, "Reappraising the eclectic paradigm in an age of alliance capitalism", *Journal of International Business Studies* 26 (1995): 461-491.

Peter Dicken. *Global Shift. Mapping the Changing Contours of the World Economy* (7th edition, 2015) chapter 5

J. R. Markusen, 'The boundaries of multinational enterprises and the theory of international trade', *Journal of Economic Perspectives*, 9(2), 1995, pp. 169-79.

David Teece, 'A dynamic capabilities-based entrepreneurial theory of the multinational enterprise', *Journal of International Business Studies* (2014) 45, 8-37

Session 3

UNCTAD World Investment Report 2020 <https://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=2769>

UNCTAD World Investment Report 2018 <https://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=2130>

Robert Lipsey "Home and Host Country Effects of Foreign Direct Investment", pp. 333-381 in R.E. Baldwin and L.A. Winters, eds. *Challenges to Globalization. Analyzing the Economics* (Chicago: University of Chicago Press, 2004) (available as PDF at:

<http://www.nber.org/chapters/c9543.pdf>

Session 4:

OECD, *Interconnected Economies. Benefitting from Global Value Chains*

(OECD, 2013, <http://www.oecd.org/sti/ind/global-value-chains.htm>) chapters 1 and 4.

G. Gerefi, 'Global Value Chains in a Post- Washington Consensus,' *World Review of International Political Economy* 21 (2014) 9-37

Kim Clark and Indu Ramachandran, 'Subsidiary Entrepreneurship and Entrepreneurial Opportunity: An Institutional Perspective', *Journal of International Management*

25 (2019) 37-50 (see the rest of this edition for further reading)

J. Zhan et.al. *Global Value Chain Transformation to 2030: Overall Direction and Policy Implications* Vox.EU (August 2020)

<https://voxeu.org/article/global-value-chain-transformation-decade-ahead>

**[Regarding studies out of class (preparation and review)]**

See above.

( Others (office hour, etc.) )

Office Hour: Every day after class (only for short online session)

Recording or filming of class content is not allowed. If the faculty member's own recordings will be distributed, this will be explained in the lecture.

Course Code (A628000)

Course title <English>	International Academic Presentation		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Steven Edward Ivings	
Target Students	1st year students or above	Number of credits	1	Course offered year/period	Year-round
Day/period	Intensive	Class style		Language	English
<b>[Outline and Purpose of the Course]</b>					
Giving a presentation at an international workshop provides an important platform for students to develop their oral presentation skills and streamline their means of communication. It also provides them with an excellent opportunity to interact and discuss with scholars on subjects from various fields of interest. This will in turn enable students to connect their disciplinary field of studies to the new ideas they have learned, and thereby help them enhance their academic performance and research excellence. This ad-hoc course is organised with these novel aims in mind.					
<b>[Course Goals]</b>					
Students are expected to acquire valuable experience and skills in preparing and presenting content from their research project at an international and academic setting.					
<b>[Course Schedule and Contents]</b>					
Registration for this course is limited to students who are going to participate and present a paper (at least once) at an international academic conference or international graduate workshop, held in Japan or abroad. International students are allowed to count their participation and presentation at a domestic academic conference or graduate workshop held in Japan, however, in such cases participation is required on two or more occasions.					
<b>[Class requirement]</b>					
Students are required to give one or two presentations at relevant international workshops. Before and after the presentation, students are required to get advice from their own supervisor(s) and, if needed, from the instructors. Students are also required to submit their presentation and completion report to the supervisors as well as the instructors afterward. It is possible to register the course and obtain credit up to twice; however, these separate registrations must be in different years/semesters.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
This course requires ex-post registration. Paper presentation, incl. preparation (50%) / Completion report (50%). Make sure to contact the person in charge of this course before your presentation both to: 1) express your intention to register and 2) to receive feedback on presentation.					
<b>[Textbook]</b>					
Not used					
<b>[Reference books, etc.]</b>					
(Reference books) Introduced during class					
<b>[Regarding studies out of class (preparation and review)]</b>					
For preparation, students are required to discuss with and get feedback from their supervisor(s) and, from the instructor(s).					
(Others (office hour, etc.) )					
* Unfortunately, it is not possible to register for this course during the enrollment period. Students who wish to enrol and receive credit from this course are advised to contact the responsible instructors in order to complete the necessary (registration) procedures. Office hours are by appointment. Please e-mail to the instructors for an appointment. * Please visit KULASIS to find out about office hours. *Please visit KULASIS to find out about office hours.					

Course Code (A916000/A916001)

Course title <English>	International Development Assistance Policy		Affiliated department, Job title,Name	[Instructors] Graduate School of Economics, Program-Specific Senior Lecturer, Tsilavo Ralandison		
Target students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn semester	
Day/period	Wed 4-5 (Dec 2 to Jan 13)	Class style	Semi-intensive lecture (3 hours/session)	Language	English	
<b>[Outline and Purpose of the Course]</b>						
<p>This semi-intensive course provides students with a diverse overview of Japan's international development assistance policy and practice of the Japanese government, business actors and civil society organisations based on actual cases.</p> <p>The course gives students an opportunity to learn about development practice in collaboration with the Japan International Cooperation Agency (JICA) under the Development Studies Programme. Each module will be led by guest lecturers who are subject-matter experts working on a particular issue related to the module's theme.</p> <p>Coursework will include in-class exercises, class discussions, take-home assignments and/or group work to build students' ability to understand, analyze and apply new knowledge.</p>						
<b>[Course Goals]</b>						
<p>Students can expect to gain:</p> <ul style="list-style-type: none"> <li>- A critically informed overview of Japan's international development assistance, policy making, and practices and be able to locate policy agendas historically and within a global context.</li> <li>- A critical understanding of and engagement with key policy making and intervention issues in the international assistance arena.</li> <li>- An ability to apply the skills and knowledge acquired during the course to actual development issues.</li> </ul>						
<b>[Course Schedule and Contents]</b>						
<p>Classes are scheduled on Wednesday from 14:45 to 18:00. The duration of each session is 3 hours. The course is expected to start on Dec 2, 2020 and end on Jan 13, 2021 (last lecture).</p> <ul style="list-style-type: none"> <li>- Week 0: Introduction - Course overview (via platform)</li> <li>- Week 1: History of Japan's ODA, policies and programs; introduction of JICA (Guest lecturer from JICA)</li> <li>- Week 2: JICA's priority and operation framework; introduction of selected projects operated by JICA; JICA's approach to development compared to other donors; JICA's outlook and future agenda (Guest lecturer from JICA)</li> <li>- Week 3: Roles of the private sector in sustainable development (Guest lecturer from a private company)</li> <li>- Week 4: Roles of the private sector in sustainable development (Guest lecturer from a private company)</li> <li>- Week 5: Strengths and limitations of ODA: Case studies in Southeast Asia (Guest lecturer from a nongovernmental organization)</li> <li>- Week 6: Strengths and limitations of ODA: Case studies in Africa (Guest lecturer from a non-governmental organization)</li> <li>- Week 7: Course Feedback (via platform)</li> </ul>						
<b>[Class requirement]</b>						
None						
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>						
<p>Grades will be based on the following:</p> <ul style="list-style-type: none"> <li>- attendance and participation (credit will not be given for more than two absences),</li> <li>- three short essays (500 words) to be completed in a group of two to three students and submitted after each block of lecture - 40% of final grade. (* Block 1: JICA lectures, block 2: lectures from business entities, block 3: lectures from NGOs)</li> <li>- one final essay (3,000 words) to be completed in a group of two to three students and submitted after the course is completed - 60% of final grade.</li> </ul> <p>There are two options to complete the final project:</p> <p>Option 1: students will be expected to write a proposal for how they would go about implementing a development intervention. For example, a project for installing sanitation stations in a rural area, or an advocacy campaign to increase awareness on women's rights. Students are free to choose topics that interest them. These proposals are not expected to be completely professional, but should demonstrate students' best effort to create a realistic plan that incorporates course materials and discussions.</p> <p>Option 2: Write an essay that analyzes "two sides" of development. Drawing from the lectures, students' own research and/or experiences, compare and contrast two ways of thinking about and/or doing development. For example, you could compare/contrast JICA vs Private Sector (government/public vs corporate/private) or ODA (large development scheme) vs volunteer work (individual/small-scale development scheme).</p>						
<b>[Textbooks]</b>						
Instructed during class						
<b>[Reference books, etc.]</b>						
<ul style="list-style-type: none"> <li>- 『International development : ideas, experience, and prospects』edited by Bruce Currie-Alder, Ravi Kanbur, David M. Malone, and Rohinton Medhora, Oxford : Oxford University Press, 2014 (ISBN:9780199671656)</li> <li>- 『The essential guide to critical development studies』 edited by Henry Veltmeyer and Paul Bowles, New York, NY : Routledge, 2017 (ISBN 9781138049970 (pb))</li> </ul>						
<b>( Others (office hour, etc.) )</b>						
*Please visit KULASIS to find out about office hours.						

Course Code (A211000)

Course title <English>	International Political Economy of Agriculture		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Shuji Hisano	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Mon 3-4 alt.	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>This course provides a comprehensive and critical view on the development and current status of agriculture and food governance at the global, national and local levels by referring to various theoretical frameworks and concepts of international political economy and agri-food sociology, especially with a focus on the unequal relationship between various actors. We will discuss issues and prospects of agriculture and food governance from the perspectives of concepts, discourses and movements over “sustainable development” and “food sovereignty”.</p>					
<b>[Course Goals]</b>					
<p>Through this course, students will acquire critical and interdisciplinary approaches to social, economic, political, cultural, and environmental issues surrounding agriculture and food, and gain insight into fundamental social science issues such as “structure and agency” and “discourse power”.</p>					
<b>[Course Schedule and Contents]</b>					
<p>Every year, textbooks used in this course are different, but we use introductory books with high international recognition for textbooks so that even beginners of agri-food studies or international political economy and sociology can learn effectively.</p> <p>In 2019, the class was organized using the following textbook. Jason Konefal &amp; Maki Hatanaka eds. Twenty Lessons in the Sociology of Food and Agriculture, Oxford UP, 2019.</p> <p>Week 1. Introduction Week 2-4. Consuming Food --- examining the ways that eating is socially mediated Week 5-7. Producing Food --- examining agriculture, the procesing, and the retaling of food Week 8-10. Food, Equity and Environment --- investigating the social and environmental issues associated with food and agriculture Week 11-13. Food, Justice and Sustainability --- examining efforts to make the food and agriculture system more just and sustainable Week 14-15. Wrap-up and feedback</p> <p>In 2020, we are going to read the following textbook together. Jessica Duncan, Michael Carolan, and Johannes S.C. Wiskerke eds. Routledge Handbook of Sustainable and Regenerative Food Systems, Routledge, 2020.</p> <p>Week 1 (10/5). Introduction / Regenerating Food Systems: A Social-Ecological Approach Week 2-3 (10/19). A Political Economy for Regenerative Food Systems: Towards an Integrated Research Agenda / Traditional Food, the Right to Food and Sustainable Food Systems Week 4-5 (11/2). Co-Creative Governance of Agroecology / Linking Small-Scale Fishing and Community Capitals: The Case of Atlantic Cod Week 6-7 (11/16). Food and Markets: The Contribution of Economic Sociology / Financing Food System Regeneration? The Potential of Social Finance in the Agrifood Sector Week 8-9 (12/7). Citizen Entrepreneurship: The Making, and Remaking, of Local Food Entrepreneurs / Coffee Micro-Mills in Costa Rica: A Non-Cooperative Path to Regenerative Agriculture? Week 10-11 (12/21). A Digital "Revolution" in Agriculture? Critically Viewing Digital Innovations Through a Regenerative Food Systems Lens / Rural-Urban Linkages Week 12-13 (1/18). Urban Food Planning: A New Frontier for the City and Regenerative Food System Builders / Controversies Around Food Security: Something Difficult to Swallow Week 14-15 (2/1). Wrap-up and feedback</p>					
<b>[Class requirement]</b>					
None					

<b>[Method, Point of view, and Attainment levels of Evaluation]</b>
Grading will be carried out on a basis of active class participation (70%) and assignment presentation/report (30%).
<b>[Textbook]</b>
Jessica Duncan, Michael Carolan, and Johannes S.C. Wiskerke eds. Routledge Handbook of Sustainable and Regenerative Food Systems, Routledge, 2020. Reading materials will be made available in advance through the course mailing list and/or a cloud system.
<b>[Reference books, etc.]</b>
(Reference books) Recommended reading materials will be made available in advance as well as in class through the course mailing list and/or a cloud system.
<b>[Regarding studies out of class (preparation and review)]</b>
Students are required to read the assigned articles and book chapters for each class as well as other relevant reading materials so that they will be able to actively participate in discussions.
<b>( Others (office hour, etc.) )</b>
Office hours are by appointment. Please e-mail at <a href="mailto:hisano@econ.kyoto-u.ac.jp">hisano@econ.kyoto-u.ac.jp</a> for an appointment. *Please visit KULASIS to find out about office hours.

**Course Code (A595000)**

Course title <English>	Internship		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Ai Hisano		
Target Students	1st year students or above	Number of credits	2	Course offered year/period	Year-round	
Day/period	Intensive	Class style	lecture and field research	Language	English	
<b>[Outline and Purpose of the Course]</b>						
The internship course aims to integrate the theory and practical skills/knowledge that students gained in actual workplace, and to bring them comprehensive understandings on real economy. Details depends on each case, but the content of a participating internship program is required to fit into the general aim of the East Asia Sustainable Economic Development Studies program. Please consult the instructor in advance.						
<b>[Course Goals]</b>						
Through professional responsibilities, students are expected to develop practical skill and gain broad knowledge outside the classroom.						
<b>[Course Schedule and Contents]</b>						
Requirements: 1) The duration of an internship must be more than 10 full working days. 2) Each participant must submit a registration form which includes the outline of the internship, as well as a final report to the instructor. *Please contact the instructor for a registration form. 3) His/her internship supervisor must submit an evaluation of the student to the instructor.						
<b>[Class requirement]</b>						
A participant should be a regular student of International Graduate programme for East Asia Sustainable Development Studies.						
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>						
In order to receive a passing grade and gain credits in the Internship course, students are required to fulfill the following conditions: 1) Each student must get approval from his/her supervisor(s) and the course instructors before taking part in an internship program. 2) Each student must be working as a full/part-time position. 3) The total number of on-the job hours must be at least more than 10 full working days (e.g. two-week fulltime internship, or one-month half-day internship). Grading depends on the basis of a final report submitted by the student and an evaluation report submitted by his/her internship supervisor. 4) Each student must submit to the instructors (i) the outline of the internship (registration form); (ii) a final report of his/her own; and (iii) an evaluation report written by his/her internship supervisor at the host organization, after finishing the internship.						
<b>[Textbook]</b>						
Not used.						
<b>[Reference books, etc.]</b>						
(Reference books) Relevant materials will be distributed if necessary.						
<b>[Regarding studies out of class (preparation and review)]</b>						
Students are expected to find internship opportunities by themselves.						
<b>( Others (office hour, etc.) )</b>						
By appointment *Please visit KULASIS to find out about office hours.						

Course Code (A908000/A908001)



<b>Course title</b> <English>	Introduction to East Asian Economies		<b>Instructor(s)</b> (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Go Yano Part-time Lecturer, Tamotsu Nakano (Osaka Gakuin University, Professor) Part-time Lecturer, Chen Li (Momoyama Gakuin University / St. Andrew's University, Senior Lecturer) Part-time Lecturer, Atsushi Tazoe (Tsu City College, Associate Professor)	
<b>Target Students</b>	1st year students or above	<b>Number of credits</b>	2	<b>Course offered year/period</b>	2020/Autumn
<b>Day/period</b>	Fri 3 +α	<b>Class style</b>	Lecture	<b>Language</b>	English
<b>[Outline and Purpose of the Course]</b>					
East Asia has various types of economies, for example transitional economy, planning economy, development economy and market economy. By introducing these economies, we learn that we need various type of approach including Marxist economics, transitional economics, and development economics. Therefore, professors will not only introduce East Asian economies but also teach the basic points of such approaches.					
<b>[Course Goals]</b>					
It can be expected that participant students obtain basic knowledge and analytical framework to understand East Asian economies in the context of social sciences.					
<b>[Course Schedule and Contents]</b>					
Prof. Yano: Oct 9, Dec 4, Dec 11, Dec 18, Dec 25, Jan 15(3rd period) Prof. Nakano: Dec 19(Sat, 3rd -5th period) /Dec 20(Sun, 3rd-4th period) Prof. Li : Dec 26(Sat, 3rd-5th period) Prof. TAZOE: Jan 9(Sat, 3rd -5th period)					
Professor Yano provides lectures on the following topics below. 1)Macro view on Chinese Economy: Investment 2)Modern Economic History in China 3)Economic Reform in China 4)Industrialization in China 5)Transitional Economics as a framework to analyze China Professor Nakano provides lectures on the following topics below. 6)East Asia from the US Viewpoint 7)East Asia in International Organizations 8)Cooperative security in East Asia: How to resolve the issue of North Korea 9)A Grand Design for Northeast Asia: Multilateral: Cooperation and Physical Integration Professor Li provides lectures on the following topics below. 10) Marxist Economics as a framework to analyze Asia 11) Trend of Regional Disparity in China 12)Ethnic conflicts in China from a viewpoint of economics Professor Tazoe provides lectures on the following topics below. 13)Economic History of Japan 14)Similarity of the East Asian Three Countries 15)Comparative analyses of the East Asian Economies					
<b>[Class requirement]</b>					
Nothing in particular.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Check the understanding level by discussion in each lecture(50%) And by the final reports(50%)					

<b>[Textbook]</b>
Instructed during class
<b>[Reference books, etc.]</b>
( <b>Reference books</b> ) Introduced during class
<b>[Regarding studies out of class (preparation and review)]</b>
1. Participant students are supposed to check the contents of material for lecture before each round of lecture. 2. Participant students are strongly recommended to prepare for report writing even during the period when lectures are conducted.
( <b>Others (office hour, etc.)</b> )
*Please visit KULASIS to find out about office hours.

Course Code (A417000)

Course title <English>	On-site Research Training A		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Senior Lecturer, Ai Hisano Professor, Shuji Hisano Professor, Takafumi Kurosawa Professor, Akira Tanaka	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Thurs 5	Class style	Lecture, Field Research	Language	English
<b>[Outline and Purpose of the Course]</b>					
The goal of the course is to help students understand better the current economic and social situation in Japan by participating in 2-3 field study trips to Japanese companies, government agencies and other institutions. Each of the field study trips will include a pre-trip study session and a post-trip discussion session, after which the students should submit essays to the respective instructors in charge.					
<b>[Course Goals]</b>					
Students are able to develop their understandings on actual economy and management in Japan and their practical and academic skills of field survey by participating this course.					
<b>[Course Schedule and Contents]</b>					
*Due to COVID-19, the content of this course is subject to change. For further details, please see a document posted on KULASIS (also an email announcement). The current schedule of the course is as follows. October 1st (Thu.): Course orientation [online] (all students taking the course are required to attend). October: Biwako Canal Museum and the Shimadzu Memorial Center November: Tea Farm in Wazuka town December: TBD January: Final discussion (Detailed schedule will be announced at the orientation on 10/1.)					
<b>[Class requirement]</b>					
No prerequisite knowledge or skill required other than English language ability sufficient to interact actively in class.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Grading will be done on the basis of class participation and the quality of the student essays. ≡ Trip 1: 30% (participation 70%; paper/presentation 30%) ≡ Trip 2: 30% (participation 70%; paper/presentation 30%) ≡ Trip 3: 30% (participation 70%; paper/presentation 30%) ≡ Overall evaluation: 10%					
<b>[Textbook]</b>					
Instructed during class					
<b>[Reference books, etc.]</b>					
(Reference books) Introduced during class					
<b>[Regarding studies out of class (preparation and review)]</b>					
A participate has to do a survey on organisation, enterprise, or institution he/she is going to visit before and after each field trip.					
(Others (office hour, etc.) )					
By appointment.					

Course Code (A917000)

Course title <English>	Organization Theory		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Associate Professor, Tao Wang	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 2,3	Class style		Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>This objective of this graduate course is to familiarize students with major schools, conceptual frameworks, debates, and evolution in organization theory. As an interdisciplinary endeavor, organization theory (not a single theory, but theories) draws on sociology, economics, psychology, and political science, and seeks to understand how intra, inter-organizational processes, and relationships between organizations and environment shape economic life. The purpose of this course is to provide a roadmap of the theoretical terrain, a place to read and critically discuss different approaches and research articles, and thereby prepare you to generate research ideas, ask good research questions, and make a novel theoretical contribution.</p> <p>Given the vast domain of inquiry, this course will touch lightly on many important topics and ignore others entirely (some topics may be covered in other courses). We will cover roughly one major theory per class, except in the introductory and concluding sessions. For each class I assign four to six required readings, which are a mix of classics, modern classics, and contemporary exemplars. The aim is to provide you with the foundations and evolution of a theoretical framework. Yet, theories often overlap or are joined together, so that you might return to previously discussed papers or see foreshadowing to other topics throughout the course. The reading will be time-consuming, so please plan accordingly.</p> <p>The course is a discussion-based seminar, thus your participation is critical for creating the best learning environment. All students should have read and prepared some remarks on each required article prior to class. You can organize your thoughts in terms of the following questions:</p> <ul style="list-style-type: none"> <li>- Motivation: What is the basic argument made by the authors? Why do the authors think that their topic or question is important? What does the author regard as incomplete in existing research so that hers constitutes a significant contribution?</li> <li>- Theory: What distinguishes the theoretical viewpoint of the authors under consideration? What are the key concepts? What is the focal level of analysis? What are the underlying assumptions (implicit or explicit) made by the authors? What causal mechanisms/explanations do the authors focus on and why? What are the potential advantages and what are the drawbacks of a given focus?</li> <li>- Evidence: What types of evidence do the authors bring to bear to support their argument? Which sorts of research designs and analyses do you find most compelling and why?</li> <li>- Big picture: To what extent do you regard this reading as making a significant contribution to organization theory? What are the similarities and differences between this arguments and others put forward in other sessions? Are there alternative explanations?</li> </ul>					
<b>[Course Goals]</b>					
<p>By the end of the course the students will be able to</p> <ul style="list-style-type: none"> <li>- Evaluate the relevance of theoretical arguments in publications on organization theory</li> <li>- Evaluate the quality of methodological approaches in publications on organization theory</li> <li>- Communicate and debate the merits and limitations of different theories</li> <li>- Generate scientifically sound and practically relevant research questions</li> <li>- Develop a research proposal based on a literature review and an empirical puzzle</li> </ul>					
<b>[Course Schedule and Contents]</b>					
<p>Session 1: Introduction  Session 2: Three basic approaches Session  3: Contingency theory  Session 4: Carnegie School/Behavioral theories Session  5: Resource dependence  Session 6: Population ecology Session 7:  New institutionalism  Session 8: Presentations and feedback</p>					
<b>[Class requirement]</b>					
None					

### [Method, Point of view, and Attainment levels of Evaluation]

Course grades are calculated by summing across the components below. Specific requirements are outlined.

- Class Participation: 30%

This evaluation component reflects the expectations for pre-class preparation outlined above, as well as the inclass engagement in generative discussion about the readings. Bring your best ideas, including your pointed critiques of articles you find lacking. Prepare to listen carefully to one another and respond constructively in our discussions. Learning is a collective enterprise, so everybody will benefit from an engaged, intense, and constructive conversation.

Discussion Leader. You will lead discussion of the papers. If you prefer, you can do this in teams. We will assign weeks on the first day. As discussion leader, you are responsible for setting the agenda of what we talk about in class. You can, if you like, prepare summaries of the theories and papers to share with your classmates; or, when you read, you can prepare your own summaries.

- Pre-class memos: 30%

There are 6 class sessions focused on major topics. While you must come prepared for discussion for each class, I only require a pre-class memo to be submitted for three class sessions of your choice. If you plan to submit a memo for a given session, please let me know in advance, and please submit it by email it by 8pm the evening before that class.

The memo should be up to 1-2 pages, single spaced. It should summarize and synthesize the required readings from the session and highlight some thoughtful reaction that the readings prompted (e.g. what are some research questions they give rise to? What contemporary phenomena is this body of theory relevant to?).

- Final term paper: 40%

The final term paper is your chance to engage in theory development of your own. The term paper should resemble the front end of a scholarly manuscript, up to (but not including) the empirical section. It should therefore identify and motivate a research question, develop arguments to help answer that question, and make one (or more) testable hypotheses. Optionally, it can include a sketch of the research design you could use to test the hypotheses. The paper should be roughly 10 to 15 pages long (double spaced, excluding references) and is due two weeks after the last class.

Students are expected to schedule a meeting with the instructor to discuss their proposed idea for a Final Term Paper some time before Week #9. Final term papers will be evaluated according to their conceptual adequacy; technical adequacy; and clarity, organization, and professionalism.

### [Textbook]

W. Richard Scott; Gerald F. Davis 『Organizations and Organizing: Rational, Natural, and Open Systems Perspective.』 (Prentice-Hall) ISBN:0131958933

James D. Thompson 『Organizations in action: Social science bases of administrative theory』 (Routledge) ISBN:0765809915

James G. March; Herbert A. Simon 『Organizations』 (John Wiley & Sons) ISBN:063118631X

Richard Michael Cyert; James G. March 『A behavioral theory of the firm』 (Martino Fine Books) ISBN:1614275327

Jeffrey Pfeffer; Gerald R. Salancik 『The External Control of Organizations』 (Stanford University Press) ISBN:080474789X

Mauro F. F. Guillen 『Models of management: Work, authority and organization in a comparative perspective』 (University of Chicago Press) ISBN:0226310361

### [Reference books, etc.]

(Reference books) Session 1:

Introduction to OT

- Scott, W.R. and G.F. Davis. (2007). Organizations and Organizing: Rational, Natural, and Open Systems Perspective. Chapter 1. Upper Saddle River, NJ: Prentice-Hall.

- Guillen, M. (1994). Models of management: Work, authority and organization in a comparative perspective. Chicago: University of Chicago Press. Chapter 1 pp. 7-20 only, Chapter 2, pp.30-90.

- Bodrozic, Z., & Adler, P. S. (2018). The evolution of management models: A neo-Schumpeterian theory. Administrative Science Quarterly, 63(1), 85-129. <https://journals.sagepub.com/doi/abs/10.1177/0001839217704811>

- Davis, G. F. (2010). Do theories of organizations progress?. Organizational Research Methods, 13(4), 690- 709. <https://journals.sagepub.com/doi/abs/10.1177/1094428110376995>

#### Session 2: Three basic approaches of OT

- Scott, W.R. and G.F. Davis. (2007). *Organizations and Organizing: Rational, Natural, and Open Systems Perspective*. Chapter 2. Upper Saddle River, NJ: Prentice-Hall.
- Scott, W.R. and G.F. Davis. (2007). *Organizations and Organizing: Rational, Natural, and Open Systems Perspective*. Chapter 3. Upper Saddle River, NJ: Prentice-Hall.
- Scott, W.R. and G.F. Davis. (2007). *Organizations and Organizing: Rational, Natural, and Open Systems Perspective*. Chapter 4. Upper Saddle River, NJ: Prentice-Hall.
- Scott, W.R. and G.F. Davis. (2007). *Organizations and Organizing: Rational, Natural, and Open Systems Perspective*. Chapter 5. Upper Saddle River, NJ: Prentice-Hall.
- King, B. G., Felin, T., & Whetten, D. A. (2010). Perspective#8212Finding the organization in organizational theory: A meta-theory of the organization as a social actor. *Organization Science*, 21(1), 290-305. <https://pubsonline.informs.org/doi/abs/10.1287/orsc.1090.0443>

#### Session 3: Contingency theory

- Thompson, J.D. 1967. *Organizations in action: Social science bases of administrative theory*. New York: McGraw-Hill. Chapters 1-4.
- Lawrence, P. R., & Lorsch, J. W. (1967). Differentiation and integration in complex organizations. *Administrative Science Quarterly*, 12(1),1-47. <https://www.jstor.org/stable/2391211>
- Schoonhoven, C. B. (1981). Problems with contingency theory: testing assumptions hidden within the language of contingency "theory". *Administrative Science Quarterly*, 26(3), 349-377. <https://www.jstor.org/stable/2392512>
- Sine, W. D., Mitsuhashi, H., & Kirsch, D. A. (2006). Revisiting Burns and Stalker: Formal structure and new venture performance in emerging economic sectors. *Academy of Management Journal*, 49(1), 121-132. <https://journals.aom.org/doi/abs/10.5465/AMJ.2006.20785590>
- Siggelkow, N. (2002). Evolution toward fit. *Administrative Science Quarterly*, 47(1), 125-159. <https://journals.sagepub.com/doi/abs/10.2307/3094893>

#### Session 4: Carnegie School/Behavioral theories

- March, J.G., & Simon, H.A. (1958). *Organizations*. New York: Wiley. Chapters 5-7.
- Cyert, R.M., & March, J.G. (1963). *A behavioral theory of the firm*. Englewood Cliffs: Prentice-Hall. Chapter 7.
- Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative Science Quarterly*, 17(1), 1-25. <https://www.jstor.org/stable/2392088>
- Levitt, B., & March, J. G. (1988). Organizational learning. *Annual Review of Sociology*, 14(1), 319-338. <https://www.annualreviews.org/doi/abs/10.1146/annurev.so.14.080188.001535>
- Baumann, O., Eggers, J. P., & Stieglitz, N. (2019). Colleagues and Competitors: How Internal Social Comparisons Shape Organizational Search and Adaptation. *Administrative Science Quarterly*, 64(2), 275-309. <https://journals.sagepub.com/doi/abs/10.1177/0001839218766310>

#### Session 5: Resource dependence theory

- Emerson, R. M. (1962). Power-dependence relations. *American Sociological Review*, 31-41. <https://www.jstor.org/stable/2089716>
- Pfeffer, J. and G.R. Salancik (2003). *The External Control of Organizations*. New York: Harper & Row. Ch. 1, 3 and 5.
- Baker, W. E. (1990). Market networks and corporate behavior. *American Journal of Sociology*, 96(3), 589- 625. <https://www.journals.uchicago.edu/doi/abs/10.1086/229573>
- Casciaro, T., & Piskorski, M. J. (2005). Power imbalance, mutual dependence, and constraint absorption: A closer look at resource dependence theory. *Administrative Science Quarterly*, 50(2), 167-199. <https://journals.sagepub.com/doi/abs/10.2189/asqu.2005.50.2.167>
- Gulati, R., & Sytch, M. (2007). Dependence asymmetry and joint dependence in interorganizational relationships: Effects of embeddedness on a manufacturer's performance in procurement relationships. *Administrative Science Quarterly*, 52(1), 32-69. <https://journals.sagepub.com/doi/abs/10.2189/asqu.52.1.32>
- Hallen, B. L., Katila, R., & Rosenberger, J. D. (2014). How do social defenses work? A resourcedependence lens on technology ventures, venture capital investors, and corporate relationships. *Academy of Management Journal*, 57(4), 1078-1101. <https://journals.aom.org/doi/abs/10.5465/amj.2012.0003>

Session 6: Population ecology

- Hannan, M. T., & Freeman, J. (1977). The population ecology of organizations. *American Journal of Sociology*, 82(5), 929-964. <https://www.journals.uchicago.edu/doi/abs/10.1086/226424>
- Hannan, M. T., & Freeman, J. (1984). Structural inertia and organizational change. *American Sociological Review*, 49(2)149-164. <https://www.jstor.org/stable/2095567>
- Carroll, G. R., & Swaminathan, A. (2000). Why the microbrewery movement? Organizational dynamics of resource partitioning in the US brewing industry. *American Journal of Sociology*, 106(3), 715-762. <https://www.journals.uchicago.edu/doi/abs/10.1086/318962>
- Dobrev, S. D., & Kim, T. Y. (2006). Positioning among organizations in a population: Moves between market segments and the evolution of industry structure. *Administrative Science Quarterly*, 51(2), 230-261. <https://journals.sagepub.com/doi/abs/10.2189/asqu.51.2.230>
- Hsu, G. (2006). Jacks of all trades and masters of none: Audiences' reactions to spanning genres in feature film production. *Administrative Science Quarterly*, 51(3), 420-450. <https://journals.sagepub.com/doi/abs/10.2189/asqu.51.3.420>
- Dutta, S. (2017). Creating in the crucibles of nature's fury: Associational diversity and local social entrepreneurship after natural disasters in California, 1991#82112010. *Administrative Science Quarterly*, 62(3), 443-483. <https://journals.sagepub.com/doi/abs/10.1177/0001839216668172>

Session 7: New institutionalism

- Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2), 340-363. <https://www.journals.uchicago.edu/doi/abs/10.1086/226550>
- DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147-160. <https://www.jstor.org/stable/2095101>
- Tolbert, P. S., & Zucker, L. G. (1983). Institutional Sources of Change in the Formal Structure of Organizations: The Diffusion of Civil Service Reform, 1880-1935. *Administrative Science Quarterly*, 28(1), 22-39. <https://www.jstor.org/stable/2392383>
- Kennedy, M. T., & Fiss, P. C. (2009). Institutionalization, framing, and diffusion: The logic of TQM adoption and implementation decisions among US hospitals. *Academy of Management Journal*, 52(5), 897- 918. <https://journals.aom.org/doi/abs/10.5465/AMJ.2009.44633062>
- Lawrence, T. B., & Suddaby, R. (2006). Institutions and institutional work. In: *The Sage handbook of organization studies*, 215-254. <https://pdfs.semanticscholar.org/a66b/1a204e66d5b7f7e66a1a0cb92cd84d0eb48b.pdf>
- Heimer, C. A. (1999). Competing institutions: Law, medicine, and family in neonatal intensive care. *Law and Society Review*, 17-66. <https://www.jstor.org/stable/3115095>

**[Regarding studies out of class (preparation and review)]**

Students are expected to spend at least 3 hours outside of class each week on class preparation, readings, and review.

**( Others (office hour, etc.) )**

By appointment via email

\*Please visit KULASIS to find out about office hours.

**Course Code (A642000)**

<b>Course title</b> <English>	Overseas Field Research		<b>Instructor(s)</b> (Affiliated department, Job title, Name)	Graduate School of Economics Professor, Shuji Hisano Senior Lecturer, Ai Hisano AGST Senior Lecturer, Tsilavo Ralandison	
<b>Target Students</b>	1st year students or above	<b>Number of credits</b>	2	<b>Course offered year/period</b>	2020/Autumn
<b>Day/period</b>	Intensive	<b>Class style</b>	lecture and field research	<b>Language</b>	English
<b>[Outline and Purpose of the Course]</b>					
<p>The goal of this course is to help students understand better the current economic and social situation in East Asia by participating in a field trip to various sites in the region as well as an intensive cross-cultural and interdisciplinary program (interactive lecture and seminar classes) organized with a support from our counterpart university. The students are expected to develop a sense of reality on the ground with an international comparative perspective.</p>					
<b>[Course Goals]</b>					
<p>Students taking this course are expected to acquire experiences and skills to conduct field research on various settings and analyse the complex and dynamic processes of economic development and socio-cultural interactions in various countries. It is our goal that participating students enhance their understanding and critical sense of reality of the economic, social and political systems from a multidimensional and multidisciplinary perspective.</p>					
<b>[Course Schedule and Contents]</b>					
<p>This course is designed mainly for master's students of the international programme (EA course) who join PhD students in a course of "Field Research in East Asian Region A, B, C", or an international field research programme organised by Kyoto University Asian Studies Unit (KUASU) or Kyoto University Japan Gateway Project (and its social sciences and humanities division "Asian Platform for Global Sustainability and Transcultural Studies, or AGST"). The detail will be announced later. Students can register for this course even after the registration period.</p> <p>Examples of field research in the past years:</p> <ul style="list-style-type: none"> <li>○China in March 2013</li> <li>○Thailand in August 2013</li> <li>○South Korea in August 2013</li> <li>○Indonesia in September 2013</li> <li>○Netherlands and Germany in January 2014</li> <li>○Thailand in September 2014</li> <li>○Germany in December 2014</li>   <li>○Scotland in February 2015</li> <li>○Netherlands in March 2015</li> <li>○China in March 2015</li> <li>○Thailand in September 2015</li> <li>○Germany in December 2015</li> <li>○Netherlands in March 2016</li> <li>○Thailand in September 2016</li> <li>○Germany in December 2016</li> <li>○Netherlands in June 2017</li> <li>○South Korea in February 2018</li> <li>○Thailand in February 2018</li> <li>○Taiwan in November 2018</li> <li>○Thailand in November 2019</li> </ul> <p>*Due to COVID-19, the content of this course is subject to change.</p>					



<b>[Class requirement]</b>
Students are required to have a sufficiently high level of English language skill as well as basic knowledge of the country and region that students are going to visit. There might be a selection process based on such required language skill, motivation and suitability in terms of academic/occupational interest.
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>
This course requires ex-post registration. Grading will be based on active participation in discussion and other activities during the orientation and the actual trip (including a presentation at an international joint workshop at our partner university) and the quality of student essay on the field trip.
<b>[Textbook]</b>
Introduced during class.
<b>[Reference books, etc.]</b>
( Reference books ) Introduced during class.
<b>[Regarding studies out of class (preparation and review)]</b>
Students will be required to prepare for a student workshop (i.e. presentation material), interviews (e.g. questionnaires), and field activities.
( Others (office hour, etc.) )
Students cannot register for this course during the regular enrolment period. Students who wish to enroll and receive credits from this course are advised to contact the responsible instructors in order to complete the necessary (registration) procedures. Office hours by appointment.  *Please visit KULASIS to find out about office hours.

Course Code (A907000/A907001)

Course title <English>	Political Economy		Instructor(s) (Affiliated department, Job title, Name)	Part-time Lecturer, Kiichiro Yagi	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 4	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
What are the characteristics of the modern capitalist economy? What are the urgent problems of contemporary economy and how to deal with them? Using an innovative online text, core-econ THE ECONOMY, this course offers a problem-oriented new approach of political economy that differs from the orthodox academic economics considerably.					
<b>[Course Goals]</b>					
By the extensive use of online English written texts and materials, participants can acquire the modern style of investigation into modern economy.					
<b>[Course Schedule and Contents]</b>					
The text THE ECONOMY consists of basic parts (Unit 1-16) and capstone parts (Unit 17-22) that deal with contemporary problems on the base of the former. As a course of the graduate school, this course examines our knowledge and understanding of modern economy by using the capstone units and returns to the basic units where it is necessary. CAPSTONE UNITS Unit 17: The Great Depression, golden age, and global financial crisis Unit 18: The Nation and the world economy Unit 19: Economic Inequality Unit 20: Economics of the Environment Unit 21: Innovation, Information, and the networked economy Unit 22: Economics, politics, and public Policy Each unit will take two or three classes. The 1st and 2nd class: Unit 17 The participants are requested to choose their favorite topics from the capstone units and take the role of the guide of the studying the relevant chapters. All the participants are expected to have read the unit before attending the class. Bringing your own device (PC or tablet) to the class is welcome.					
<b>[Class requirement]</b>					
None					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Evaluation is based on attendance, guidance, presentation, and discussion in the class. The quality of guidance/presentation 60%, attendance and discussion 40%.					
<b>[Textbook]</b>					
The Core Team 『THE ECONOMY: Economics for a changing world』(Oxford University Press) ISBN: 9780198810247 (The text is free to access from <a href="https://www.core-econ.org">https://www.core-econ.org</a> .) Please access the core-econ site ( <a href="http://www.core-econ.org">http://www.core-econ.org</a> ) and log in to read THE ECONOMY. The participants should know what core is and how to study this text (THE ECONOMY) before the start of the Course.					
<b>[Reference books, etc.]</b>					
(Reference books) To be announced in the class.					
<b>[Regarding studies out of class (preparation and review)]</b>					
The participants are requested to choose their favorite topics from the capstone units and take the role of the guide of the studying the relevant chapters. All the participants are expected to have read the unit before attending the class. BOD (Bringing your own device, PC or tablet) is welcome.					
<b>(Others (office hour, etc.))</b>					
If you need my advice, please send an e-mail to my e-address(yagi@econ.setsunan.ac.jp) beforehand. *Please visit KULASIS to find out about office hours.					

Course Code (A413000)

Course title <English>	Qualitative Research Methods		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Agriculture Program-Specific Senior Lectuer, Hart Nadav Feuer	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Thurs 2	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>Students joining this course will encounter a range of qualitative research methods and learn how someone limited to one social science background (economics, sociology or other humanities) can potentially integrate these methods into their research and/or analysis.</p> <p>The first part of this intensive course is designed primarily for the early graduate students and those who have yet to conduct their primary research, as it provides guidance about the design, proposal and execution of qualitative research methods. The second part of the course is designed for students at all graduate levels, but can be especially timely for 2nd year students and later who are beginning their data analysis. It presents a range of methods and options for the analysis of qualitative data, regardless of which form it is in (interviews, archives, life histories, etc.).</p>					
<b>[Course Goals]</b>					
To survey a range of qualitative research and analytical methods in order for students to choose the tools that are best suited for the research they are preparing or analyzing, and to understand how to implement them.					
<b>[Course Schedule and Contents]</b>					
<p>Module 1: Research Methods</p> <ol style="list-style-type: none"> <li>1. Introduction: Matching research questions to research methods</li> <li>2. Open-ended: Tools for gaining context - Case Studies</li> <li>3. Open-ended: Tools for gaining perspective - Ethnography, Participant Observation</li> <li>4. Semi-structured: Tools for adding rigor - Semi-structured Surveys</li> <li>5. Semi-structured: Tools for making comparisons - Focus groups, Experiments</li> <li>6. Practical Day: Research Method</li> <li>7. Full suite methods: Grounded Theory</li> <li>8. Data management: Field notes and CAQDAS (Qualitative DataSoftware)</li> </ol> <p>Module 2: Analytical Methods</p> <ol style="list-style-type: none"> <li>9. Matching data and analytical methods for creating innovative results</li> <li>10. Analyzing in-depth data: Transcription and Coding</li> <li>11. Analyzing in-depth data: Content Analysis</li> <li>12. Practical Day: Content Analysis</li> <li>13. Analyzing mixed data types</li> <li>14. Practical Day: Mixed Methods Analysis</li> <li>15. Feedback</li> </ol>					
<b>[Class requirement]</b>					
English language ability sufficient to interact actively in class.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Grading will be carried out on a basis of attendance, class participation, in-class activities, one methods critique, and final paper using the class content to evaluate your own work.					
<b>[Textbook]</b>					
Readings will be made available in PDF through Panda (and when necessary, Dropbox). All readings will be labeled depending on their importance: (a) Required, (b) Suggested, and (c) Optional.					
<b>[Reference books, etc.]</b>					
eBooks and other reference literature will be made available on Panda. They will be labeled "Reference", and are useful for students wishing to dig deeper into a specific method.					
<b>[Regarding studies out of class (preparation and review)]</b>					
Basic reading / skimming of critical articles prior to each class is required. In addition, some homework doing "lite" analysis for practice will also be expected.					
<b>( Others (office hour, etc.) )</b>					
Please email the lecturer for private appointments. For class activities, please email the TA. Room E322, Faculty of Agriculture Main Building; Email: feuer.hartnadav.4e@kyoto-u.ac.jp *Please visit KULASIS to find out about office hours.					

<b>Course title</b> <English>	Quantitative Research Method		<b>Instructor(s)</b> (Affiliated department, Job title, Name)	Part-time Lecturer, Mai Seki (Ritsumeikan University, Associate Professor)	
<b>Target Students</b>	1st year students or above	<b>Number of credits</b>	2	<b>Course offered year/period</b>	2020/Autumn
<b>Day/period</b>	Fri 2	<b>Class style</b>	Lecture	<b>Language</b>	English
<b>[Outline and Purpose of the Course]</b>					
The course will cover major econometrics techniques for conducting an impact evaluation. It will consist of both the theory and the data exercise sessions. We will discuss specific applications, drawn from international literature. Prerequisite is the knowledge of basic probability and statistics as well as introductory econometrics.					
<b>[Course Goals]</b>					
The goal of this course is to be able to select the best suitable econometric techniques of impact evaluation for your own research project and be able to analyze the data using Stata.					
<b>[Course Schedule and Contents]</b>					
The main topics to be covered are: Introduction to Causality and Impact Evaluation; Designing RCTs & Randomization; Hypothesis Testing & Sample Size; Threats & Analysis of RCT Data; Measurement & Cost-Effectiveness; Instrumental Variables; Difference-in-Difference and Fixed Effects; Other Stuff - Matching, Synthetic Control, and Decomposition.					
<b>[Class requirement]</b>					
Basic probability and statistics as well as introductory econometrics are required. ☐					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
1. Class Participation (25%) : Participation grades will be based on attendance, and participation in class discussions. 2. Homework (75%): There will be four homework.					
<b>[Textbook]</b>					
World Bank, 2016, "Impact Evaluation in Practice-Second Edition" ("IEP") <a href="https://publications.iadb.org/en/impact-evaluation-practice-second-edition">https://publications.iadb.org/en/impact-evaluation-practice-second-edition</a>					
<b>[Reference books, etc.]</b>					
( <b>Reference books</b> ) Joshua D. Angrist and Jorn-steffen Pischke 『Mastering 'Metrics: The Path from Cause to Effect』 (Princeton Univ Press) ISBN:0691152845					
<b>[Regarding studies out of class (preparation and review)]</b>					
Please read the assigned chapter of the World Bank material (IEP) in advance. Other required readings will be mentioned before the class.					
( <b>Others (office hour, etc.)</b> )					
Please ask questions during the class. *Please visit KULASIS to find out about office hours.					

Course Code (A422000)

<b>Course title</b> <English>	Readings on Institutional Economics		<b>Instructor(s)</b> (Affiliated department, Job title, Name)	Graduate School of Advanced Integrated Studies in Human Survivability Professor, Dimiter S. Ialnazov	
<b>Target Students</b>	1st year students or above	<b>Number of credits</b>	2	<b>Course offered year/period</b>	2020/Autumn
<b>Day/period</b>	Fri 2	<b>Class style</b>	Lecture	<b>Language</b>	English
<b>[Outline and Purpose of the Course]</b>					
<p>This course is interactive and designed for a relatively small number of students. Its goal is to help the students not just learn about the main concepts and theories in institutional economics, but also how to apply these in practice to analyze developing and emerging economies. The idea behind the course is that institutions matter greatly for economic development and that the divergence of development paths can be at least partly explained by the cross-country variation in the quality of institutions. At the end of the course, the students should be able to apply the institutional approach to the analysis of individual country cases, as well as to cross-country comparisons.</p> <p>During the course we will also seek answers to the following questions: (1) what policies and institutions are needed to achieve successful economic development? (2) why do similar economic reforms succeed in some countries but fail in others? (3) how can we explain variations in economic performance among various developing and emerging countries?</p>					
<b>[Course Goals]</b>					
<ol style="list-style-type: none"> <li>1. By the end of the course, the students should be able to understand and apply institutional economic concepts and theories to analyze specific developing and emerging economies.</li> <li>2. The course is also designed to help the students improve their English communication and discussion skills.</li> </ol>					
<b>[Course Schedule and Contents]</b>					
<p>The course will be held in English and the students are expected to make presentations and participate in discussions in English.</p> <p>Course description</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Causes of economic growth and development I (the neoclassical theory)</li> <li>3. Causes of economic growth and development II (the new growth theory)</li> <li>4. Causes of economic growth and development III (development economics)</li> <li>5. The political economy of government policies (the public choice theory)</li> <li>6. Case studies of economic development (East Asian countries, Eastern European countries, Latin American countries, etc.)</li> <li>7. Mid-term presentations</li> <li>8. Main concepts of new institutional economics (NIE) I (bounded rationality, opportunistic behavior, transaction costs)</li> <li>9. Main concepts of new institutional economics (NIE) II (property rights, contract enforcement, credible commitment)</li> <li>10. Main concepts of historical institutional economics (HIE) (path dependence, lock-in, formal and informal institutions)</li> <li>11. How to measure institutional quality? Main attempts to quantify and measure the cross-country variations in institutions</li> <li>12. Institutions vs. geography</li> <li>13. Institutions and social capital</li> <li>14. Case studies of institutional change (East Asian countries, Eastern European countries, Latin American countries, etc.)</li> <li>15. Student presentations on the their term papers</li> </ol>					
<b>[Class requirement]</b>					
The students should be able to communicate in English and read academic texts in English					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>Performance evaluation will be done according to the following criteria:</p> <ol style="list-style-type: none"> <li>1. Participation (50%): attendance, participation in the discussions, presentations on the required readings, and mid-term presentation</li> <li>2. Term paper (50%): the quality of the paper and its end-term presentation</li> </ol>					

**[Textbook]**

Instructed during class

Here are some books that we've used in previous classes:

1. John Groenewegen et al., Institutional Economics: An Introduction, Palgrave
2. Acemoglu D. and J. Robinson, Why Nations Fail?, Crown Business
3. Michael Todaro and Stephen Smith, Economic Development, 12th edition, Pearson

**[Reference books, etc.]**

( **Reference books** )

Introduced during the class.

**[Regarding studies out of class (preparation and review)]**

The course instructor will explain during each class what and how to prepare for the next class.

( **Others (office hour, etc.)** )

If you wish to have a meeting with the course instructor, please make an appointment by e-mail. Write your name, student number and three possible options (dates and time intervals) to <ialnazov@econ.kyoto-u.ac.jp>

\*Please visit KULASIS to find out about office hours.

**Course Code (A546000)**

Course title <English>	Research Design		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Economics Associate Professor, Tao Wang	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 2,3	Class style		Language	English
<b>[Outline and Purpose of the Course]</b>					
<p>This objective of this graduate course is to familiarize students with important aspects of designing interesting, rigorous research projects of social research (in particular, management and organization research). More specifically, we will examine issues involved in conducting empirical research including the framing of research questions, theory development, the choices of research designs, and basic concerns in empirical testing. We will learn about the toolbox of research strategies, designs, and operations you can use, and evaluate their strengths and weaknesses. As there is no best way to answer a scientific question, we will consider different modes and their fundamentals of why and how to conceptualize and design a research project.</p> <p>This is NOT a class on research methods (or technologies). Rather, it focuses on design #8211 the logic based on which you will devise a plausible plan and provide a convincing answer to research questions. You will have other classes on particular tools and methods, or you can pick up on your own by using many excellent online resources. We will not address data analysis techniques in detail. Rather, we will focus on the principles and engage with both conceptual arguments and practical application (between theory and the empirical world) using illustrative examples.</p> <p>This course is organized in a traditional seminar format. Students are expected to prepare all assigned readings, come to all session, and engage in discussions. The requirements are intended to be the base for developing your own research ideas and abilities. The course will meet every two weeks and each session will last three hours with a break.</p>					
<b>[Course Goals]</b>					
<p>By the end of the course the students will be able to</p> <ul style="list-style-type: none"> <li>- Communicate and debate the merits and limitations of different empirical research designs</li> <li>- Evaluate critically the methods used in empirical studies</li> <li>- Identify and formulate interesting and tractable research questions</li> <li>- Develop a logical and feasible plan for data collection to answer research questions</li> </ul>					
<b>[Course Schedule and Contents]</b>					
<p>Session 1: The research process  Session 2: Problems, questions, and theories  Session 3: Research design choices and validities  Session 4: Experiments and Quasi-experiments  Session 5: Survey design  Session 6: Archival design  Session 7: Qualitative designs  Session 8: Review and feedback</p>					
<b>[Class requirement]</b>					
None					

### **[Method, Point of view, and Attainment levels of Evaluation]**

- Class participation: 30%

You should come to the class prepared and ready to discuss all assigned materials. Bring your best ideas, including your pointed critiques of articles you find lacking. Prepare to listen carefully to one

another and respond constructively in our discussions. Learning is a collective enterprise, so everybody will benefit from an engaged, intense, and constructive conversation.

Discussion Leader. You will lead discussion of the papers. If you prefer, you can do this in teams. We will assign weeks on the first day. As discussion leader, you are responsible for setting the agenda of what we talk about in class. You can, if you like, prepare summaries of the theories and papers to

share with your classmates; or, when you read, you can prepare your own summaries.

- Pre-class memos: 30%

While you must come prepared for discussion for each class, I only require a pre-class memo to be submitted for three class sessions of your choice. If you plan to submit a memo for a given session, please let me know in advance, and please submit it by email it by 8pm the evening before that class.

The memo should be up to 1-2 pages, single spaced. It should summarize and synthesize the required readings from the session and highlight some thoughtful reaction that the readings prompted (e.g. what are

some research questions they give rise to? What contemporary phenomena is this body of theory relevant to?) [For empirical papers] What is the research design used in an empirical paper and what are the advantage and disadvantages? What alternatives would you propose for the same research question)

- Final term paper: 40%

The final term paper is your chance to engage in research design of your own. The term paper should resemble the front end of a scholarly manuscript, up to (but not including) the empirical section. It should therefore identify and motivate a research question, develop arguments to help answer that

question, and make one (or more) testable hypotheses (not for qualitative designs). In particular, it must include a sketch of two forms of research design you could use to test the hypotheses. The paper should be roughly 10 to 15 pages long (double spaced, excluding references) and is due two weeks after the last class.

Students are expected to schedule a meeting with the instructor to discuss their proposed idea for a Final Term Paper some time before Week #9. Final term papers will be evaluated according to their conceptual adequacy; technical adequacy; and clarity, organization, and professionalism.

### **[Textbook]**

There is one required textbook for the course:

Dixon, Jeffrey C., Singleton, Royce. A. Jr., & Straits, Bruce C. (2018). The process of social research. New York: Oxford University Press. ISBN: 0190876654. (Hereafter DSS)

de Vaus, David. (2001). Research Design in Social Research. Thousand Oaks: Sage. ISBN 0761953467. (Recommended)

Many assigned reading materials are available through Kyoto University Library. Others will be made available by the instructor.



## [Reference books, etc.]

(Reference books)

Session 1: The research process

- How does the research process look like?

- Why do we do research?

- What role does research design play?

1. DSS, Chapter 1 & 2

2. Burrell, G., & Morgan, G. Sociological paradigms and organisational analysis.

1979. London: Heinmann: 1-9.

3. Platt, J. R. (1964). Strong inference. *Science*, 146(3642), 347-353.

<https://www.jstor.org/stable/1714268>

4. Ashford, S. J. (2013). Having scholarly impact: The art of hitting academic home runs. *Academy of Management Learning and Education*, 12(4), 623-633.

<https://journals.aom.org/doi/abs/10.5465/amle.2013.0090>

5. Van Maanen, J., Sørensen, J. B., and Mitchell, T. R. (2007). The interplay between theory and method. *Academy of Management Review*, 32(4), 1145-1154.

<https://journals.aom.org/doi/abs/10.5465/AMR.2007.26586080>

6. Lee, A. S. (1991). Integrating positivist and interpretive approaches to organizational research. *Organization Science*, 2(4), 342-365.

<https://www.jstor.org/stable/2635169>

7. [Empirical] Hassard, J. (1991). Multiple paradigms and organizational analysis: A case study. *Organization Studies*, 12(2), 275-299.

<https://journals.sagepub.com/doi/abs/10.1177/017084069101200206>

Session 2: Problems, questions, and theories

- Where do interesting research ideas come from?

- How do you conceptualize empirical phenomena?

- Why and how to develop theory?

1. DSS, Chapter 4

2. Colquitt, J.A., & George, G. (2011). From the editors, Publishing in AMJ#8211Part

1: Topic choice. *Academy of Management Journal*, 54(3): 432-435.

<https://journals.aom.org/doi/full/10.5465/AMJ.2011.61965960>

3. Davis, M. S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the social sciences*, 1(2), 309-344.

[skimming] <https://journals.sagepub.com/doi/pdf/10.1177/004839317100100211>

4. Lave, C. A., & March, J. G. (1993). What we are up to. An introduction to speculation. In: *An introduction to models in the social sciences*. Lanham, MD: University Press of America. Chapters 2 & 3 [skimming some examples is fine]

5. Stinchcombe, A. L. (1968). *Constructing Social Theories*. Chicago: University of Chicago Press. Excerpts from Chapter 2: "The Structure of Causal Theories"; "Scientific Concepts"; "Levels of Generality in Social Theory", pp. 28-57.

6. Corley, K. G., and Gioia, D. A. (2011). Building theory about theory building: what constitutes a theoretical contribution?. *Academy of Management Review*, 36(1), 12-32. <https://journals.aom.org/doi/abs/10.5465/amr.2009.0486>

7. [Empirical] Kovács, B., & Sharkey, A. J. (2014). The paradox of publicity: How awards can negatively affect the evaluation of quality. *Administrative Science Quarterly*, 59(1), 1-33. <https://journals.sagepub.com/doi/abs/10.1177/0001839214523602>

### Session 3: Research design choices and validities

- How do we test our theories?
- How do we connect research question, theory, and method tightly?
- What are units, levels and validity of analysis?

1. DSS, Chapters 5 & 6

2. Bonnon, J.A., & McNamara, G. (2011). From the editors, Publishing in AMJ#8211Part 2: Research design. *Academy of Management Journal*, 54(4): 657-660. <https://journals.aom.org/doi/full/10.5465/amj.2011.64869103>

3. McGrath, J. E. (1981). Dilemmatics: The study of research choices and dilemmas. *American Behavioral Scientist*, 25(2), 179-210. <https://journals.sagepub.com/doi/pdf/10.1177/000276428102500205>

4. Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. *Academy of Management Review*, 32(4), 1246-1264. <https://journals.aom.org/doi/abs/10.5465/AMR.2007.26586086>

5. Kozlowski, S. W. J. & Klein, K. J. (2000). A multilevel approach to theory and research in organizations. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions*. San Francisco, CA: Jossey-Bass.

Excerpts from Chapter 1: pp. 3-51.

[http://www-management.wharton.upenn.edu/klein/documents/Kozlowsk\\_Klein\\_2000.pdf](http://www-management.wharton.upenn.edu/klein/documents/Kozlowsk_Klein_2000.pdf)

6. Shadish, W. R., Cook T. D., & Campbell, D. T. (2001). Experimental and quasi-experimental designs for causal inference. Chapters 2 and 3: pp. 33-102.

7. [Empirical] Wimmer, A., & Feinstein, Y. (2010). The Rise of the Nation-State across the World, 1816 to 2001. *American Sociological Review*, 75(5), 764-790. <https://journals.sagepub.com/doi/abs/10.1177/0003122410382639>

### Session 4: Experiments and Quasi-experiments

- Why are experiments considered the “gold standard” for causal inference?
- What problems do they have, under which assumptions?
- How do you compare experiments and quasi-experiments?

1. DSS, Chapter 7

2. Shadish, W. R., Cook T. D., & Campbell, D. T. (2001). Experimental and quasi-experimental designs for causal inference. Chapters 1, 4, 5 & 8: 1-32, 103-130, 135-153, 156-161, & 246-251.

3. Ilgen, D.R. (1986). Laboratory research: A question of when, not if. In E.A. Locke (Ed.), *Generalizing from laboratory to field settings*, (pp. 257-267). Indianapolis, IN: D.C. Heath.

4. Colquitt, J.A. (2008). From the editors, Publishing laboratory research in AMJ: A question of when, not if. *Academy of Management Journal*, 51(4), 616-620. [https://aom.org/uploadedFiles/Publications/AMJ/04\\_ColquittAug08FTE.pdf](https://aom.org/uploadedFiles/Publications/AMJ/04_ColquittAug08FTE.pdf)

5. Anderson, C. A., Lindsay, J. J., & Bushman, B. J. (1999). Research in the psychological laboratory: Truth or triviality?. *Current directions in psychological science*, 8(1), 3-9. <https://journals.sagepub.com/doi/abs/10.1111/1467-8721.00002>

6. Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. *Perspectives on Psychological Science*, 7(2), 109-117.  
<https://journals.sagepub.com/doi/abs/10.1177/17456916111432343>
7. [Empirical] Castilla, E. J., & Benard, S. (2010). The paradox of meritocracy in organizations. *Administrative Science Quarterly*, 55(4), 543-676.  
<https://journals.sagepub.com/doi/abs/10.2189/asqu.2010.55.4.543>
8. Grant, A. M., & Wall, T. D. (2009). The neglected science and art of quasi-experimentation: Why-to, when-to, and how-to advice for organizational researchers. *Organizational Research Methods*, 12(4), 653-686.  
<https://journals.sagepub.com/doi/abs/10.1177/1094428108320737>
9. Bandiera, O., Barankay, I., & Rasul, I. (2011). Field experiments with firms. *Journal of Economic Perspectives*, 25(3), 63-82.  
<https://www.aeaweb.org/articles?id=10.1257/jep.25.3.63>
10. [Empirical] Jones Christensen, L., Siemsen, E., & Balasubramanian, S. (2015). Consumer behavior change at the base of the pyramid: Bridging the gap between for-profit and social responsibility strategies. *Strategic Management Journal*, 36(2), 307-317.  
<https://onlinelibrary.wiley.com/doi/abs/10.1002/smj.2249>

#### Session 5: Survey design

- How do you design survey questionnaires?
- How do you measure constructs?
- What are the advantages/disadvantages of Internet samples?

#### 1. DSS, Chapter 8

2. Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1(1), 104-121.

<https://journals.sagepub.com/doi/abs/10.1177/109442819800100106>

3. Mitchell, T. R. (1985). An evaluation of the validity of correlational research conducted in organizations. *Academy of Management Review*, 10(2), 192-205.

<https://journals.aom.org/doi/abs/10.5465/AMR.1985.4277939>

4. Dillman, D. A. (1991). The design and administration of mail surveys. *Annual Review of Sociology*, 17(1), 225-249.

<https://www.annualreviews.org/doi/abs/10.1146/annurev.so.17.080191.001301>

5. Rogelberg, S. G., & Stanton, J. M. (2007). Introduction. Understanding and dealing with survey nonresponse. *Organizational Research Methods*, 10(2), 195-212.

<https://journals.sagepub.com/doi/abs/10.1177/1094428106294693>

6. Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. (2004). Should we trust web-based studies? A comparative analysis of six preconceptions about internet questionnaires. *American*

*Psychologist*, 59(2), 93.

<https://psycnet.apa.org/doiLanding?doi=10.1037/0003-066X.59.2.93>

7. Haas, M. R., & Hansen, M. T. (2005). When using knowledge can hurt performance: The value of organizational capabilities in a management consulting company. *Strategic*

*Management Journal*, 26(1), 1-24. <https://onlinelibrary.wiley.com/doi/abs/10.1002/smj.429>

#### Session 6: Archival design

- What are different modes of archival research?
- What are the potential problems with archival research?
- How can you set up an archival research?

1. DSS, Chapter 10

2. Wooldridge, J.M. (2012), Carrying out an empirical project. In Wooldridge: Introductory Econometrics: A Modern Approach. 5th edition, Chapter 19: 676-702.

3. Blossfeld, H. P. Golsch, K. & Rohwer, G. (2007). Event History Analysis with Stata. Mahwah, NJ: Lawrence Erlbaum amp Assoc. Chapter 1, pp5-13.

4. Cohen, J., Cohen, P., West, S., amp Aiken, L. (2003). Models for count data. Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences. Mahwah, NJ: Lawrence Erlbaum Associates. pp. 525-532.

5. Ventresca, M. J., & Mohr, J. W. (2002). Archival research methods. In J. A. C. Baum (ed.), The Blackwell Companion to Organizations. Malden, MA: Blackwell. Chapter 35, pp. 805-828.  
<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781405164061.ch35>

6. Duriau, V. J., Reger, R. K., amp Pfarrer, M. D. (2007). A content analysis of the content analysis literature in organization studies: Research themes, data sources, and methodological refinements. Organizational Research Methods, 10(1), 5-34.  
<https://journals.sagepub.com/doi/abs/10.1177/1094428106289252>

7. Wade, J. B., Porac, J. F., & Pollock, T. G. (1997). Worth, words, and the justification of executive pay. Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 18(S1), 641-664.  
[https://onlinelibrary.wiley.com/doi/abs/10.1002/\(SICI\)1099-1379\(199711\)18:1%2B%3C641::AID-JOB910%3E3.0.CO;2-M](https://onlinelibrary.wiley.com/doi/abs/10.1002/(SICI)1099-1379(199711)18:1%2B%3C641::AID-JOB910%3E3.0.CO;2-M)

#### Session 7: Qualitative designs

- What are different approaches of qualitative research?
- How do you assess the validity and generalizability of qualitative designs?
- What are the advantages/disadvantages of mixed methods design?

1. DSS, Chapter 9 and 13 [skimming]

2. Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. Organizational Research Methods, 16(1), 15-31.  
<https://journals.sagepub.com/doi/abs/10.1177/1094428112452151>

3. Eisenhardt, K. M. (1989). Building theories from case study research. Academy of Management Review, 14(4), 532-550.  
<https://journals.aom.org/doi/abs/10.5465/AMR.1989.4308385>

4. Langley, A. (1999). Strategies for theorizing from process data. Academy of Management review, 24(4), 691-710. <https://journals.aom.org/doi/abs/10.5465/amr.1999.2553248>

5. Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., amp Corley, K. G. (2018). Finding theory#8211method fit: A comparison of three qualitative approaches to theory building. Journal of Management Inquiry, 27(3), 284-300.  
<https://journals.sagepub.com/doi/abs/10.1177/1056492617706029>

6. Lashley, K., amp Pollock, T. G. (2019). Waiting to Inhale: Reducing Stigma in the Medical Cannabis Industry. Administrative Science Quarterly, 0001839219851501.  
<https://journals.sagepub.com/doi/abs/10.1177/0001839219851501>

7. Van Maanen, J. (2011). Tales of the field: On writing ethnography. University of Chicago Press. Chapters 1-2.

8. Kaplan, S. (2016). Mixing quantitative and qualitative research. Handbook of qualitative organizational research: Innovative pathways and methods, 423-433.  
[https://www.researchgate.net/profile/Sarah\\_Kaplan2/publication/274694952\\_Mixing\\_quantitative\\_and\\_qualitative\\_research/links/55251d00cf2b123c517869a/Mixing-quantitative-and-qualitative-research.pdf](https://www.researchgate.net/profile/Sarah_Kaplan2/publication/274694952_Mixing_quantitative_and_qualitative_research/links/55251d00cf2b123c517869a/Mixing-quantitative-and-qualitative-research.pdf)

**[Regarding studies out of class (preparation and review)]**

Students are expected to spend at least 3 hours outside of class each week on class preparation, readings, and review.

**( Others (office hour, etc.) )**

By appointment via email

\*Please visit KULASIS to find out about office hours.

**Course Code (A643000)**

Course title <English>	Sustainable Development Studies /環境経済分析B		Instructor(s) (Affiliated department, Job title, Name)	Graduate School of Global Environmental Studies Professor, Toru Morotomi	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 1-2 alt.	Class style	Lecture	Language	Japanese+English
<b>[Outline and Purpose of the Course]</b>					
<p>This course aims to obtain profound knowledge on environmental economics, especially on economic instruments of environmental policies like environmental taxes, emissions trading systems (ETS), and subsidies. Through this course, we deal with the theory and practice of carbon taxes. Participants are required to commit actively to this course; you are asked to read related papers, report on them, and discuss around them with other participants.</p> <p>本講義は環境経済学、とりわけ環境政策の経済的手段(環境税、排出量取引制度、補助金など)に関するより深い知識の獲得を目的とする。本年度は、これらの政策手段の中で炭素税を取り上げることにしたい。本講義への参加者は、積極的に講義に貢献することが求められる。具体的にはテキストを輪読し、その内容について発表し、参加者と議論することが求められる。</p>					
<b>[Course Goals]</b>					
<p>First, it is important to know the various arguments for and against carbon taxes, and to overview the frontier of the academic debates around them. Second, this course promotes all the participants to formulate their own opinions based on the solid arguments and evidences, as well as to express and discuss them logically. Third, this course aims to develop participants' basic ability to research on carbon taxes.</p> <p>第1に、炭素税をめぐるさまざまな論点を知り、それをめぐるアカデミックな論争の最前線を把握することが重要である。第2に、それらの論点に対して、参加者は自分自身の意見を形成し、それを論理的に表現し、議論できる力を形成することを目標とする。第3に、本講義を通じて炭素税に関する研究を行うための基礎的力量的の形成を行う。</p>					
<b>[Course Schedule and Contents]</b>					
<p>Class Description</p> <p>The first two classes give you an overview of theory and practice of carbon taxes. Then, the rest of the course deals with case studies of the existing carbon taxes in the European countries as well as in Japan. Participants can learn how these practices divert from the theory, but on the other hand, what a kind of policy lessons and feedback for the theory can be drawn from them.</p> <p>本講義の最初の2回では、炭素税の基礎と実際に関する概観を与えることにする。その後は、下記に示されているように、炭素税の様々な実例を取り上げることで、その理論と実際がどのように異なっているのか、実際から理論に対してどのような含意がもたらされるのかを学ぶことにする。</p> <p>Contents</p> <ol style="list-style-type: none"> <li>1. Theoretical foundations of carbon taxes, the Japanese Carbon Tax, Greening of the automobile taxes, and taxes for promoting forestry 炭素税の理論的基礎、日本の炭素税、自動車税のグリーン化、森林環境税</li> <li>2. The idea of Environmental Tax Reform (ETR), or greening of our tax systems 環境税制改革というアイデア、もしくは税制のグリーン化</li> <li>3. Case studies of carbon taxes ①: Swedish Carbon Tax 炭素税の実際①: スウェーデンの炭素税</li> <li>4. Case studies of carbon taxes ②: UK Climate Change Levy and the ETR 炭素税の実際②: 英国気候変動税と環境税制改革</li> <li>5. Case studies of carbon taxes ③: German Energy Tax Increase and the ETR 炭素税の実際③: ドイツにおけるエネルギー税の引き上げと環境税制改革</li> <li>6. Case studies of carbon taxes ④: British Columbia's (Canadian Province) carbon tax 炭素税の実際④: カナダのブリティッシュ・コロンビア州における炭素税</li> <li>7. Future of carbon taxes: Role of carbon taxes in transition to decarbonising society 炭素税の将来: 脱炭素社会への移行における炭素税の役割</li> <li>8. Feedback フィードバック</li> </ol>					
<b>[Class requirement]</b>					
<p>You are recommended to take "Global Environmental Policy and Economics". 「地球環境政策・経済論」を履修することが望ましい。</p>					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
<p>Evaluation will be made on the basis of reports and presentations on the literature that the participants will read in the class(50%), and active participation in the discussion (50%). 成績評価は、参加者が授業で読む文献に関する報告とプレゼンテーション(50%)、および授業の議論への貢献度(50%)に基づく。</p>					
<b>[Textbook]</b>					
<p>Information on the related papers that are assigned to you will be provided in the first class of this course. 授業で割り当てられる関連論文に関する情報は、本講義の初回に与えられる。</p>					

**[Reference books, etc.]**

(Reference books) [参考書等]

諸富徹・浅野耕太・森晶寿(2008)『環境経済学講義』(有斐閣) ISBN:ISBN-10: 4641183651, ISBN13: 978-4641183650.

Parry, I., Morris, A., R.C. Williams III 『Implementing a U.S. Carbon Tax #8212 Challenges and Debates』

(IMF, Routledge Explorations in Environmental Economics) ISBN:ISBN-13: 978-1138825369, ISBN-10: 1138825360

Hsu, S-L. 『The Case for a Carbon Tax』 (Island Press) ISBN:ISBN-13: 978-1597265331, ISBN-10: 1597265330

Stern, T. 『Fuel Taxes and the Poor (The Distributional Effects of Gasoline Taxation and Their Implications for Climate Policy)』 (RFF Press) ISBN:ISBN-10: 1617260924, ISBN-13: 978-1617260926

Cramton, P. et al eds. 『Global Carbon Pricing: We Will If You Will』 (E-book compiling eight papers by David J. C. MacKay, Richard Cooper, Joseph Stiglitz, William Nordhaus, Martin L. Weitzman, Christian

Gollier & Jean Tirole, St#233phane Dion & #201loi Laurent, Peter Cramton, Axel Ockenfels & Steven Stoft)

**[Regarding studies out of class (preparation and review)]**

Reading assignments are given so that students can prepare for lectures. You are requested to formulate your own opinions before the class and express them in the class so that you can contribute to class discussion.

日本語または英語の教科書を授業外に熟読することが求められる。毎回の授業前に当該テキストに関する自分の意見を形成し、それを授業で表明することで教室での議論に貢献することが求められる。

(Others (office hour, etc.) )

Office hours will be immediately after each class. Other than that, you are required to make an appointment through email in advance.

オフィス・アワーは毎回の授業直後。それ以外については、あらかじめメールで面会予約を取ること。

\*Please visit KULASIS to find out about office hours.

Course Code (A555000)



Course title <English>	Sustainable Industry Development		Instructor(s) (Affiliated department, Job title, Name)	[Instructor] Senior Green Industry Expert Mr. Edward Clarence-Smith [Cordinator]AGST Senior Lecturer, Tsilavo Ralandison	
Target Students	1st year students or above	Number of credits	2	Course offered year/period	2020/Autumn
Day/period	Wed 4 - 5 (from Oct 7 to Nov 25)	Class style	Lecture	Language	English
<b>[Outline and Purpose of the Course]</b>					
<p><b>【This course is an international collaborative course】</b>  The lecture is provided by Mr Edward Clarence-Smith, a senior advisor to inter-governmental institutions and the private sector to promote green industry and develop circular economies and a former United Nations Industrial Development Organization (UNIDO) Representative and Director in Bangkok and Beijing.  The course examines from an interdisciplinary approach the policy measures required to improve industry's overall environmental performance and to make it a key player in transitioning to circular economies. The ultimate goal is for the participants to be more conscious on the current measures being taken and the possible measures to be taken in transitioning to a circular economy and making a green industry a reality.</p>					
<b>[Course Goals]</b>					
<p>The goals of the course are to:</p> <ul style="list-style-type: none"> <li>- understand the state of environmental sustainability, both globally as well as regionally, with a focus on resource consumption;</li> <li>- explore strategies available to all industrial companies to make their operations more environmentally sustainable (greener);</li> <li>- explore in particular the strategies available to other sectors in the economy to make economies circular, and understand the role which industry can play in this;</li> <li>- deepen awareness and understanding of the role of the environmental goods and services sector (green industries) in supporting sustainable industrial development and circular economies;</li> <li>- understand and examine policy instruments available to governments to make companies more sustainable, to transition to circular economies, and to encourage the growth of a viable environmental goods and services sector.</li> </ul>					
<b>[Course Schedule and Contents]</b>					
<p>- Schedule: The course will be completed within two months. The first class will be on <b>Oct 7</b>. The last class will be on <b>Nov 25</b>. There will be one session every Wednesday. Each session will last three hours (15:00 to 18:00, Japan time).  - The course employs an interdisciplinary approach on environmental and environment-related management methods for the development of green industry goals.</p>					
<b>[Class requirement]</b>					
Nothing in particular.					
<b>[Method, Point of view, and Attainment levels of Evaluation]</b>					
Grading will be done on the basis of class participation and a final presentation by each student.					
<b>[Textbook]</b>					
Readings will be made available through a cloud system (e.g. Dropbox). See course schedule (t.b.a.) for a detailed reading list.					
<b>[Reference books, etc.]</b>					
<p>( <b>Reference books</b> )  Readings will be made available through a Cloud system (e.g. Dropbox). See course schedule (t.b.a.) for a detailed reading list.</p>					
<b>[Regarding studies out of class (preparation and review)]</b>					
Details are to be announced later.					
( <b>Others (office hour, etc.)</b> )					
Please visit KULASIS to find out about office hours.					

Course Code (A622000)



