Message from the Dean

The rapid globalization of international society as well as the new stage of internationalization in Japan are creating a need for field of study and human resources that can accommodate such changes. The College of International Relations and the Graduate School of International Relations at Ritsumeikan University were established in 1988 and 1992 respectively, in response to such changes facing today’s world.

Nowadays, highly focused specialization, which has played an important role in academic development since the 19th century, has come into question. This is because the rapid pace and large-scale of globalization has shaken the social fabric and indeed the foundations of many countries and regions throughout the world. In this context, we consider it necessary to focus on newly arising issues through an interdisciplinary approach to research and education.

The curricula of the College of International Relations and the Graduate School of International Relations aim to analyze the structure and trend of contemporary international society while cultivating skills for finding and solving problems proactively through individual assignments in such areas as international cooperation and area studies. Our curricula are designed to help foster students with strong analytical skills based on international sensibility, specialized knowledge of contemporary international society, and professionals in various fields who possess the knowledge and skills to solve problems in the international community.

The curricula of the College of International Relations and the Graduate School of International Relations are designed to help students approach problems emerging from today’s world.

Educational Missions

The Graduate School of International Relations (GSIR) is committed to excellence in graduate training. The GSIR’s general mission is to produce scholars of international relations who can contribute to the better understanding of global problems, and professionals in various fields who possess the knowledge and skills to solve problems in the international community.

[Master’s Program]

The GSIR’s Master Program is committed to educating graduate students who wish to pursue advanced work in the international arena and also those who wish to prepare for PhD work. With its coursework and thesis, the MA program offers graduate training where students gain deep insights on international issues, the capacity to analyze complex issues of global governance, and advanced knowledge to promote international cooperation.

[Doctoral Program]

The GSIR’s Doctoral Program is devoted to postgraduate education for students who pursue careers as researchers both overseas and in Japan. To this end, the program strives to provide students with a research environment where they can develop a global intellectual network and innovative scholarship in the field of international relations.

Admission Policies

[Master’s Program]

The Graduate School of International Relations’ MA Program welcomes applicants who seek to advance their knowledge in international relations by pursuing careers in fields such as academics, research, journalism, international organizations, and private and government sectors both overseas and in Japan.

[Doctoral Program]

The Graduate School of International Relations’ Doctoral Program welcomes applicants who pursue innovative scholarship in the field of international relations with their independent research activities.

Curriculum Policies

[Master’s Program] 2011 curriculum

To meet this goal, we offer three Japanese programs: Global Governance Program, International Cooperation and Development Program, and Multicultural Understanding Program. In each program we provide courses designed to help students approach problems in various disciplines.

In the English-taught Global Cooperation Program, we provide courses covering diverse disciplines in order to help students approach problems emerging in the international community as a result of rapidly changing globalization.

Students in the three Japanese-taught programs are required to earn 12 or more credits from their program courses, while students in the Global Cooperation Program are required to earn 16 credits. Various elective courses are also offered. These courses are designed to foster a deep and specialized understanding of contemporary international society.

Finally, there are advanced seminars where students work on a master’s thesis under the guidance of their advisor. These seminars are designed to foster a deep and specialized understanding of contemporary international society.

Doctoral students are requested to give two oral presentations every year and will have access to appropriate guidance from both main and sub advisors.

The GSIR offers a structured approach to assist students with their doctoral dissertations.

Degree Awarding Policies

Students who successfully fulfill the degree requirements and whose Master’s thesis reflect the students’ academic ability to approach international issues from multiple perspectives will be conferred an M.A. degree.

The GSIR’s general mission is to produce scholars of international relations who can contribute to the better understanding of global problems, and professionals in various fields who possess the knowledge and skills to solve problems in the international community.

Ritsumeikan University seeks to produce scholars of international relations who illuminate modern society from a global perspective with deep and specialized knowledge, deep insights and innovative thinking.

The program aiming to develop ready-to-work human resources in global cooperation (2008-2010)

As a recipient of three years of financial support from the Ministry of Education, Culture, Science and Technology (MEXT), GSIR has been increasing its efforts to enhance students’ research capacity and practical skills.

The program provides research opportunities for students to participate in joint research projects and to assist in building careers in areas related to global cooperation. This will be of central importance to keep up with the expansion of post-G8 research activities in the field of international relations, and the expansion and improvement of MEXT and MEXT programs, reorganization of the “Field Research” program, support for graduate students’ international research publications/improvement of grants (MEXT) program, improvement related to building global cooperation capacity and organizational improvement for post-G8 reform implementation.
Develop a flexible and interdisciplinary curriculum: 3+1 Programs

The Graduate School of International Relations has developed a flexible and interdisciplinary curriculum that corresponds to the interdisciplinary nature of our school in order to approach the problems facing international society from a variety of angles through our “3 plus 1” programs. We accept students from diverse backgrounds including those who have completed their Bachelor’s degrees at Ritsumeikan University (most notably from the College of International Relations), students from other universities, mature students with work experience and international students.

Global Governance Program

The current process of globalization has generated a multi-dimensional crisis in the governance capabilities of the nation-states. This program focuses on how well the international society should and could tackle the emerging challenges that a nation-state is incapable of handling by itself, including ethnic and religious conflicts that have plaqueed different parts of the world and caused tremendous casualties, international and organized crimes such as terrorism and human and drug trafficking, environmental degeneration and the spread of the infectious diseases, in order to secure peace, justice and democracy for all. It also looks at the overall structure, function and dynamics of global governance from political, economic and social perspectives.

International Cooperation and Development Program

An overwhelming number of the world’s population is still suffering from poverty and hunger. The economic disparity between rich “North” and poor “South” countries is widening. Never before has there been more need for solutions for problems arising from a “North-South” divide and the establishment of a new international economic system. Students in this program will study political and social background of these problems as well as various policies of sustainable development and poverty reduction including international aid, regional economic integration and an expansion of market economy and explore the prospect of international cooperation in the twenty-first century.

Multicultural Understanding Program

The world is becoming one with the significant progress in Information and Communication Technology (ICT). At the same time the massive increase in the number of people who move across borders is diversifying ethnicity and cultural backgrounds of people in a nation-state and/or society. This program examines what kind of impact the unification of the world through globalization has on cultures and identities of individual countries and societies. How we should understand cultural transformations? What we need to do in order to avoid the clashed of different cultures and realize harmonious coexistence of different cultures? These are the key questions the program seeks to explore.

Japanese Programs

Discover and analyze a problem in International Political Economy

Lead social development through global cooperation

Connect local region to global society and resolve issues

English Programs

Develop a flexible and interdisciplinary curriculum: 3+1 Programs

English-based program that cultivates students open to the world

Core Courses

Cultural Pluralism Development Economics Global Economy History of Global Governance

Area Studies

International Law International Relations International Studies International Sociology

Foreign Language Courses

Presentation, Discussion & Debate (P, D&D), Writing, Reading & Discussion (R&D)

Debate (P, D&D), Writing, Reading & Discussion (R&D)

As of September 2011

Degree requirements for the Master’s program: At least 30 credits of approved graduate coursework, including at least six credits must be comprised of research. Admission to the thesis and a pass of an oral defense including advanced seminar must be completed in order to graduate. Students must work experience and international students.

International Relations, students from other universities, mature students with work experience and international students.

Discover and analyze a problem in International Political Economy

Lead social development through global cooperation

Connect local region to global society and resolve issues

Global Cooperation Program

The age of globalization demands the internationalization of higher education institutions. This program enables students to participate in English-language discussions with fellow students from all over the world, deepening their international exchange on a daily basis. It also seeks to promote networking while training young leaders who will lead the world stage in the field of global cooperation. On this unique Master’s program, all subjects are taught in English, and courses have been designed to meet international graduate school education standards.
With full thesis guidance and coherent educational programming, the GSIR strives to foster future young leaders actively participating in international communities.

**COMPREHENSIVE SUPPORT**

**SCHEDULE** Two year degree program schedule up to writing Master’s Thesis

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep (start)</td>
<td>Apr (start)</td>
</tr>
<tr>
<td>Enrolled, assignment of academic advisor</td>
<td>Enrolled, assignment of academic advisor</td>
</tr>
<tr>
<td></td>
<td>Coursework and Thesis Guidance</td>
</tr>
<tr>
<td></td>
<td>International Organizations Workshop (1st Semester)</td>
</tr>
<tr>
<td></td>
<td>DMDP (request by July)</td>
</tr>
<tr>
<td></td>
<td>Domestic and Overseas Internship Programs (1 month to 6 months)</td>
</tr>
<tr>
<td></td>
<td>Submission of Master’s Thesis</td>
</tr>
<tr>
<td>Oct (mid)</td>
<td>Nov. (mid)</td>
</tr>
<tr>
<td>Submission of M1 progress report I</td>
<td>Oral Presentation of Thesis Proposal</td>
</tr>
<tr>
<td></td>
<td>Submission of M1 progress report II</td>
</tr>
<tr>
<td>Nov (mid)</td>
<td>Dec</td>
</tr>
<tr>
<td>Interim Oral Presentation</td>
<td>Oral Presentation of Thesis Proposal</td>
</tr>
<tr>
<td>Dec (last day)</td>
<td>Feb (last day)</td>
</tr>
<tr>
<td></td>
<td>Submission of Master’s Thesis</td>
</tr>
<tr>
<td>Jan (last day)</td>
<td>March (last day)</td>
</tr>
</tbody>
</table>

**Comprehensive Support from Research Presentations to Career Advising and Thesis Writing, Various Opportunities for Studying Abroad, Internships and Field Research**

The Graduate School of International Relations offers Comprehensive Support and supervision to all students who enroll in its two-year Master’s program. After enrollment, Master’s students are required to choose an advanced seminar. Students are expected to develop their own research topic through regular attendance to the advanced seminar with their academic advisors in two years (minimum period). In addition to the personal supervision provided by each academic advisor, the Graduate School of International Relations organizes an “oral presentation of Thesis Proposal” for all first-year students in November (May in the case of students entering in September) where they are required to present their thesis proposal. In the second year, students are required to present their interim report and discuss their progress in thesis writing at “interim oral presentation” held in November (or May). These seminars are great opportunities for students to receive comments and feedback from several professors on their thesis proposals and drafts. It is obligatory for students to write a “M1 Progress Report I” in preparation for their thesis proposal presentations. Students are also required to write an “M1 Progress Report II” after their thesis proposal presentations, incorporating feedback given at the seminar. M1 Progress Report II should become the basis for final dissertation development.

In the Graduate School of International Relations, lectures and seminars held by our faculty members who have been active in each individual research field. In addition, we also have visiting professors and distinguished individuals who have a wide range of work experience at the United Nations, the Ministry of Foreign Affairs and a various international cooperation. In order to learn from the field, we promote field research and internships. Also through a variety of seminars, we deploy various efforts to help students learn from the fields of International Cooperation, Development, and Peace-Building. The Dual Master Program (DMDP) is an innovative program in which students can obtain Master’s degrees from two different academic institutions in as little as two years by spending one year at each institution. We provide various opportunities for students to learn internationally. Regarding career path and job placement for graduate students who aspire to work at international organizations, we established the International Organizations Workshop. Also in cooperation with the career office, we support graduate students in a wide variety of working fields and careers.

**M.A.** Career Path, Career Option

**Be active in international society**

In recent years, we have been producing graduates who more onto various fields and industries such as corporate enterprises (mainly international), media companies, (newspaper, broadcast, publication), think-tanks, international authority agents, and country government institutions. Furthermore, 10% of graduates go on to doctor programs to obtain a Doctoral degree, aspiring to become researchers.

**2 years spent under ardent mentorship and close, personal relationships**

Robert A. KOO
Master’s Student

Over my 2 years on the GCP program I have met so many great people from all over the world, coming from various backgrounds and all with different research interests. Outside the classroom especially, over a cold beer (or 5) by the river, Christmas dinner at a friend’s apartment or lunch in the research room, I have made some really good friends that I’ll be sad to say goodbye to. Within the School I have had the honour to meet brilliant academics from within the University as well as visiting professors and professionals from various international organizations and institutes. One fond memory was taking a summer intensive course taught by of Mr Yasushi Akashi, who had worked as the Special Forces representative for the UN in Cambodia and Yugoslavia. His course was informative and his stories touching, so much so that I became much more interested in peace and diplomacy studies.

My professor throughout has guided and assisted me in my research and the support and encouragement from other students in the seminar has made for a relaxed and motivating study experience. Presenting our research has been nerve-wracking at times but constructive advice from both professors and classmates has really built my confidence. The close relationship I’ve enjoyed with my professor is something I won’t forget either. Eating and drinking together is a great way to relax after a presentation! Thanks also to the excellent career support system at Ritsumeikan I have been able to prepare for job hunting in Japan. I participated in a course for foreigners seeking work in Japan which gave me the chance to make presentations in front of company representatives and take lessons in Japanese business manners and etiquette. Thanks to the course and on-going support I got an offer to start work immediately after graduation. I can say in full confidence that my 2 years as a graduate student here at Ritsumeikan has given me the skills, chances and confidence to move forward in life.
LEARN FROM THE FIELD

Internship

The Graduate School of International Relations emphasizes not only theoretical study but also learning from the “Field.” Our Graduate School holds internship agreements with various business corporations, newspaper agencies and international organizations, both inside and outside of Japan, where we send our graduate students as interns.

Internship experience provides students with great opportunities to learn how these different corporations and organizations work, acquire on-the-job experiences, and cultivate practical skills. Having an opportunity to be exposed to organizational philosophy, students cultivate greater insight into their own career paths and research, along with developing practical capabilities required for taking an active role in international business.

In addition, when students undertake overseas internships, they are expected to acquire a basic education that includes intercultural understanding through social life as a world citizen and practical language skills required as an advanced international professional.

Field Research Support in Areas of Students’ Research Interests

In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest. In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest. In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest.

Field Research

Develop realistic theory by experiencing field work and researching theory in School

Yoon Sang LEE

Master’s Program

In my second year of the MA program, I had the chance to intern at the United Nations Volunteers (UNV). There, I was mainly in charge of the Africa on Peace Division, and analyzed volunteer reports, supported the preparation of conference materials. Through the internship experiences, I was able to learn how “sustainable development” is operated within an international authority that I studied in my MA program for a year and half. After I complete my Master’s, I would like to go on to a doctoral program and also experience working in a field as a UNV volunteer. I would like to develop a reality-based theory while I am studying in graduate school.

Field Research Support in Areas of Students’ Research Interests

In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest. In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest. In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest.

Field Research

In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest. In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest.

LEARN FROM THE EXPERT

Support for graduate students who wish to work in international organizations

In our graduate school, there are many students who aspire to work in international organizations such as the United Nations or the Regional Cooperation Organization. To support these students, we established the “International Organizations Workshop.”

Workshop participants will also take the “International Organizations Seminar.” In the seminar, lectures are given by individuals either currently working in international organizations or with long international organization work experience. In the small group seminars, students participate in discussion sessions and do exercises regarding project management. Participants learn the activities of international organizations and about the career path to becoming an international organization staff member. This workshop is coordinated by instructors who are faculty members of our graduate school and also have working experience in the United Nations and World Bank.

In addition, we have workshop advisors who are former or current staff members of international organizations. We offer this workshop with the cooperation of these instructors and advisors.

*From 2012, the “International Organization Seminar” (2 Credits) will be offered in English.

I decided to participate in the International Organization Workshop because I thought it would be a great opportunity to hear stories from experts who were active in international organizations in person. It turned out that because there were only 10 or so participants in the workshop, I was able to ask questions anytime and listened to stories that I wouldn’t have had many chances to hear. I also exchanged in deep discussions on various development topics.

I would say that the workshop was divided into broadly three parts; 1, the lecture of the professor who had a career in the United Nations. We learned about the various jobs and necessary skills and qualifications that are required for a job in an international organization; 2, lecture of the guest speakers, they were from various organizations such as JICA and United Nations Volunteers. 3, the case study, we were given an assignment on solving a village’s problem from a developmental aid side. For this particular case, we used project cycle management method. Thanks to the practical from the development consultant, we were able to do work as if we were actually doing the work for real. Participating in this workshop enabled me to set a clear career objective which is to work for an international organization. There are many types of jobs in international organizations and in the fields related to development. If you take part in the workshop, you will find many answers to questions you may have, such as which field you want to work in, or what ability you need for the job.

Atsuko NONAKA

Master’s Program

Field Research Support in Areas of Students’ Research Interests

In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest. In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest.

Field Research

In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest. In the Graduate School of International Relations, we support and urge all Master’s students to conduct their research and studies in specific areas of their interest.

Lecture by Experienced Visiting Professors and Lecturers

In the Graduate School of International Relations, lectures are often held by distinguished individuals with a wealth of experience in various fields who have been active on the international stage. Furthermore, some visiting professors come from partnership organizations that are active at the forefront of international cooperation. Students have a great opportunity to be exposed to the activities of international cooperation.

Lecture by Experienced Visiting Professors and Lecturers

In the Graduate School of International Relations, lectures are often held by distinguished individuals with a wealth of experience in various fields who have been active on the international stage. Furthermore, some visiting professors come from partnership organizations that are active at the forefront of international cooperation. Students have a great opportunity to be exposed to the activities of international cooperation.

Lecture by Experienced Visiting Professors and Lecturers

In the Graduate School of International Relations, lectures are often held by distinguished individuals with a wealth of experience in various fields who have been active on the international stage. Furthermore, some visiting professors come from partnership organizations that are active at the forefront of international cooperation. Students have a great opportunity to be exposed to the activities of international cooperation.

Lecture by Experienced Visiting Professors and Lecturers

In the Graduate School of International Relations, lectures are often held by distinguished individuals with a wealth of experience in various fields who have been active on the international stage. Furthermore, some visiting professors come from partnership organizations that are active at the forefront of international cooperation. Students have a great opportunity to be exposed to the activities of international cooperation.
Research Exchange with International Students on a Daily Basis

We have been receiving many international students who belong to the Global Cooperation Program and DMDP students from partner universities every year. Half of the entire graduate students are international students (2011) from a wide range of places such as Europe, United States, East Asia, Southeast Asia and Africa. These international and Japanese graduate students are always trying to improve by learning from each other. The class and common study room environment is conducive to daily research exchange between International and Japanese graduate students. Students are often seen actively joining discussions in English or and many other languages.

International Students Nationalities Spring semester 2011

USA, England, Italy, Indonesia, Uganda, Canada, Korea, Spain, Thailand, Taiwan, China, Turkey, Madagascar, Malaysia, Myanmar, Russia

Attractive, international environment for exchanging ideas with various points of view

Kirati CHALEETHAM
(Thailand)
Master's Program

Having the opportunity to attend the Graduate School of International Relations is one of the most wonderful experiences in my student life. Not only have I learned many things from my professors, I also made a lot of amazing friends from all over the world. Moreover, the campus is located near one of Kyoto’s World Heritage sites, the Kinkakuji-temple, which is just 10 minutes away on foot. For my master’s thesis, I took advantage of my background and wrote about the Thai Official Development Assistance (ODA)’s history and policy.

Tomomi IZAWA
Ph.D. Candidate

The biggest attraction of the Graduate School of Ritsumeikan University to me is the fact that there are many foreign students from all over the world. In my academic advisor Professor Jun Honna’s seminar, for example, there are many researchers who are active in universities across Indonesia. I feel very fortunate to be able to engage in cutting-edge discussions on Indonesian politics and society without leaving Japan. In addition to this, thanks to the many internationally successful instructors and foreign students here, building networks in the various research area is a lot easier.

Currently I am conducting research on the social change affected by tourism development using Bali as a case study. The crucial points to conducting this research are to collect literature from universities and newspaper companies in the area and to conduct interviews in villages. I can’t emphasize enough the importance of the professors and foreign students in providing collaboration support between local researchers and me. In the future I intend to study social issues such as rapidly advancing environmental destruction and economic gaps in Indonesia and collaborate with domestic and foreign researchers in hopes of contributing to solutions these problems.

I am happy with the international research environment

Dual Master’s Degree Program: DMDP

DMDP is an innovative program in which students can obtain Master’s degree from two academic institutions in as short as two years by spending one year at each institution. As an innovative program that develops individuals into active members of the globalized international community, the DMDP program has sent a total 65 of Students abroad since its established in 1992.(as of January 2012)

The DMDP application guideline, details on each partner university, a message from DMDP staff, and DMDP students’ experiences are available on our website:

*Please refer to the following URL

http://www.ritsumei.ac.jp/ecd/gr/qsir/eng/gcp-dmdp.html

Dual Master’s Degree Program

Turin University (Italy)

University of Trento (Italy)

La Trobe University (Australia)

Monash University (Australia)

University of York (U.K.)

Royal Holloway University of London (U.K.)

Kyuong Hee University (Korea)

The International Institute of Social Studies of Erasmus University Rotterdam (ISS)

The Netherlands

The United States

South Korea

Australia

Turkey

Japan

North America

Europe

Asia

Attractive, international environment for exchanging ideas with various points of view

Kirati CHALEETHAM
(Thailand)
Master’s Program

Having the opportunity to attend the Graduate School of International Relations is one of the most wonderful experiences in my student life. Not only have I learned many things from my professors, I also made a lot of amazing friends from all over the world. Moreover, the campus is located near one of Kyoto’s World Heritage sites, the Kinkakuji-temple, which is just 10 minutes away on foot. For my master’s thesis, I took advantage of my background and wrote about the Thai Official Development Assistance (ODA)’s history and policy.

Tomomi IZAWA
Ph.D. Candidate

The biggest attraction of the Graduate School of Ritsumeikan University to me is the fact that there are many foreign students from all over the world. In my academic advisor Professor Jun Honna’s seminar, for example, there are many researchers who are active in universities across Indonesia. I feel very fortunate to be able to engage in cutting-edge discussions on Indonesian politics and society without leaving Japan. In addition to this, thanks to the many internationally successful instructors and foreign students here, building networks in the various research area is a lot easier.

Currently I am conducting research on the social change affected by tourism development using Bali as a case study. The crucial points to conducting this research are to collect literature from universities and newspaper companies in the area and to conduct interviews in villages. I can’t emphasize enough the importance of the professors and foreign students in providing collaboration support between local researchers and me. In the future I intend to study social issues such as rapidly advancing environmental destruction and economic gaps in Indonesia and collaborate with domestic and foreign researchers in hopes of contributing to solutions these problems.

I am happy with the international research environment

Dual Master’s Degree Program: DMDP

DMDP is an innovative program in which students can obtain Master’s degree from two academic institutions in as short as two years by spending one year at each institution. As an innovative program that develops individuals into active members of the globalized international community, the DMDP program has sent a total 65 of Students abroad since its established in 1992.(as of January 2012)

The DMDP application guideline, details on each partner university, a message from DMDP staff, and DMDP students’ experiences are available on our website:

*Please refer to the following URL

http://www.ritsumei.ac.jp/ecd/gr/qsir/eng/gcp-dmdp.html

Dual Master’s Degree Program

Turin University (Italy)

University of Trento (Italy)

La Trobe University (Australia)

Monash University (Australia)

University of York (U.K.)

Royal Holloway University of London (U.K.)

Kyuong Hee University (Korea)

The International Institute of Social Studies of Erasmus University Rotterdam (ISS)

The Netherlands

The United States

South Korea

Australia

Turkey

Japan

North America

Europe

Asia
DOCTORAL PROGRAM: Into the World of Research

Broad Support for Obtaining a Doctoral Degree and Career Options

With the increasing sophistication of today’s society, there is a high demand for human resources with advanced knowledge. Not only universities and other research institutions, but also an increasing number of international organizations are looking for people who have doctoral degrees in relevant fields.

Doctoral students in the Graduate School of International Relations will be assigned several main and sub-advisors who will guide them from developing appropriate research to completing Ph.D. dissertation. Doctoral students are also required to do at least two oral presentations at the faculty seminars every year so that they can get feedback from other faculty members on their ongoing research projects.

They are encouraged to report their research findings at relevant academic conferences and contribute articles to academic journals.

In addition, doctoral students have a requirement to submit a research paper every year, and we objectively assess whether or not there is a consistent improvement of writing doctoral dissertation so that we provide an extensive support system for each doctoral student.

Since 2010, as a Ritsumeikan University-wide effort, we have been supporting the career formation of graduate students who enroll in doctoral programs and established a doctoral career path support center for helping to build up to a career.

Working together with the Office of Career Service and the Division of Research, we will continue to support graduate students to build up the skill and information service that are necessary after completing graduate school.

I am making the most of my study abroad experience in an inspiring environment

SHIPTIKO Uliana
Ph.D. Candidate

I chose Ritsumeikan University for my study abroad destination because they had classes taught in English and they seemed to offer an international atmosphere. Once the classes have started, to my surprise, the atmosphere on the campus was more international than I had imagined because of so many international students from all over the world. There are communities of international students so that I now feel living in a foreign country. My research theme at the graduate school is related to the process of modernization and nationalization in Russia and Japan during early 19th century. There are not many researchers who study on Russia at Ritsumeikan University, however my advisor, professor Norihisa Yamashita has been providing me with great support on how to approach my research theme. Here I can refer to Japanese literatures which I won’t be able to obtain in Russia, which gives me an opportunity to complete my dissertation more objectively and gain an experience in the research field for the future career.

OPPORTUNITIES AND RESOURCES

The Graduate School of International Relations offers various presentation opportunities in the process of research guidance for graduate students as well as promotion and support in making presentations at conferences or submission of their research results to journals both at home and abroad, publication of thesis collections issued by International Studies Association of Ritsumeikan University. Through forums and workshops, the school provides opportunities for presenting research results by graduate students.

Scholarship

Various courses and seminars to support a career development

■ Career counseling
■ Academic record and career history of young researchers (Ri-SIARCH)
■ Management of scholarship and research promotion systems

Support for fellowship application and funding, Post-doctoral student scholarships:
■ KENKYU-SHOBE Scholarship, KOKUSAITEKI Research Fund, GAKKAI-HAPPYO Grant
■ Building of partnerships between research institutes and corporate enterprises to expand student career paths
■ Collect, analyze and evaluate information on career path formation
■ Provide information about various seminars and employment opportunities

One of the Master’s program students is acting as a commentator at the international symposium “Building toward New Peace Study.”

Comprehensive Policy of Financial Support for Graduate Students

At graduate schools in Ritsumeikan University, we have expanded the scale of financial aid and developed a new system for newly enrolled students (Prospective Students) from based on the following points.

1. Scholarship system at time of admission based on goals and policies of graduate schools, majors, and programs.
2. Scholarship system aimed at financial support.
3. Develop a new system based on scholarship and support that promotes academics, research and career path formation.

Fully-equipped Research Environment

Ritsumeikan University possesses literatures in a wide range of research areas, and materials at the Library and Library Research Centers help graduate student acquire research information and resources. Students are also able to borrow materials from the Library of Ritsumeikan Asia Pacific University.

Number of Books and Journals

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ritsumeikan Library</td>
<td>762,729</td>
<td>126,070</td>
<td>16,050</td>
<td>6,811</td>
<td>18,757</td>
<td>11,507</td>
</tr>
<tr>
<td>Ukishima Library</td>
<td>708,700</td>
<td>137,400</td>
<td>19,400</td>
<td>7,000</td>
<td>5,440</td>
<td>3,800</td>
</tr>
<tr>
<td>Research Organizations</td>
<td>665,780</td>
<td>137,400</td>
<td>19,400</td>
<td>7,000</td>
<td>5,440</td>
<td>3,800</td>
</tr>
<tr>
<td>Total</td>
<td>2,039,520</td>
<td>302,890</td>
<td>34,850</td>
<td>18,211</td>
<td>48,164</td>
<td>47,584</td>
</tr>
</tbody>
</table>

* All books, journals, AV materials as at March 31, 2011
* The number of books and AV materials includes consumers. (The number of journals do not include consumer items.)
* The number of AV materials are included in books.
* The number of e-journal titles are calculated based on the number of titles registered in STIX.

[Reference] Ritsumeikan University Library website
http://www.ritsumei.ac.jp/eng/html/admissions/financial.html

http://www.ritsumei.ac.jp/ru_gr/g-career/research/english.html/
my recent research interests focus on the diffusion of technologies and practices among rural communities. I examine the diffusion of renewable energy technologies and the implications of these technologies for rural development, poverty reduction, and environmental sustainability. My research also considers the role of social networks and community institutions in the diffusion process, and the ways in which these factors influence the adoption and implementation of these technologies. I am particularly interested in the role of policy and institutional frameworks in facilitating or inhibiting the diffusion of rural energy technologies.

KAWAKITA, Seigo (Assistant Professor)  

My research focuses on the diffusion of agricultural technologies and policies in the world, particularly in developing countries. I have conducted empirical research on the adoption and impact of agricultural technologies such as hybrid rice, improved seed varieties, and organic farming practices. My research interests include the role of extension services, farmer organizations, and policy instruments in promoting the adoption of agricultural technologies. I am also interested in the relationship between agricultural technologies and rural development, including the impacts on poverty reduction, food security, and environmental sustainability.

KAWAKITA, Shigehiko (Assistant Professor)  

My research interests are in the areas of peace education and conflict resolution. I have conducted studies on the role of education in promoting social change and conflict transformation in countries affected by violence and conflict. I am particularly interested in the role of gender, religion, and identity politics in conflict resolution processes, and how these factors influence the design and implementation of educational programs. My research also considers the role of international organizations and donor agencies in funding and supporting peace education initiatives.

KAWAMURA, Ritsuko (Assistant Professor)  

My research focuses on the role of education in promoting sustainable agricultural practices in developing countries. I have conducted studies on the adoption and impact of agro-ecological practices, such as intercropping, conservation agriculture, and agroforestry, in smallholder farming systems. My research interests include the role of farmers' knowledge and capacity-building in promoting the adoption of agro-ecological practices, and the impacts of these practices on environmental sustainability and food security.

KIMIJIMA, Akihiko (Assistant Professor)  

My research interests are in the areas of environmental education and sustainable development. I have conducted studies on the role of education in promoting sustainable consumption and production patterns, and the impacts of these patterns on natural resource use and environmental sustainability. My research also considers the role of policy and institutional frameworks in facilitating or inhibiting the education for sustainable development process.

KIHARA, Osamu (Professor)  

My research interests are in the areas of peace education and conflict resolution. I have conducted studies on the role of education in promoting social change and conflict transformation in countries affected by violence and conflict. I am particularly interested in the role of gender, religion, and identity politics in conflict resolution processes, and how these factors influence the design and implementation of educational programs. My research also considers the role of international organizations and donor agencies in funding and supporting peace education initiatives.

KIMURA, Miwai (Assistant Professor)  

My research interests are in the areas of environmental education and sustainable development. I have conducted studies on the role of education in promoting sustainable consumption and production patterns, and the impacts of these patterns on natural resource use and environmental sustainability. My research also considers the role of policy and institutional frameworks in facilitating or inhibiting the education for sustainable development process.

KIMURA, Masahiko (Assistant Professor)  

My research interests are in the areas of environmental education and sustainable development. I have conducted studies on the role of education in promoting sustainable consumption and production patterns, and the impacts of these patterns on natural resource use and environmental sustainability. My research also considers the role of policy and institutional frameworks in facilitating or inhibiting the education for sustainable development process.

KISHI, Shinji (Assistant Professor)  

My research interests are in the areas of environmental education and sustainable development. I have conducted studies on the role of education in promoting sustainable consumption and production patterns, and the impacts of these patterns on natural resource use and environmental sustainability. My research also considers the role of policy and institutional frameworks in facilitating or inhibiting the education for sustainable development process.

KISHI, Seiji (Assistant Professor)  

My research interests are in the areas of environmental education and sustainable development. I have conducted studies on the role of education in promoting sustainable consumption and production patterns, and the impacts of these patterns on natural resource use and environmental sustainability. My research also considers the role of policy and institutional frameworks in facilitating or inhibiting the education for sustainable development process.