

Academic Year 2019

Introduction to On-site Research I & II

Course Handbook

Community and Regional Policy Studies
College of Policy Science
Ritsumeikan University
立命館大学政策科学部

Registration for “Introduction to On-site Research” for AY 2019

The students in the CRPS program are to take Introduction to On-site Research I and II from the spring semester of the 1st year (2nd semester) to the fall semester of the 2nd year (3rd semester). The Japanese-based PS students enter the same course in their 3rd semester (spring of 2nd year).

Course Outline

Policy Science Subjects → Exchange Study Courses → Introduction to On-site Research
(2 credits: Spring semester in 2019, 2 credits: Fall semester in 2019 → 4 credits in a full year)

In addition to the above, some projects (see below) offer **Introduction to On-site Research Summer Session**. This will provide you with the chance to conduct a short-term field research during the summer vacation (Aug-Sept) or sometime during semesters depending on the schedule of the projects. (2 credits each)

Course Evaluation

- Research Report
- Research Presentation
- In class participation

Applicable Projects

1. (Special) Thailand Project (Offered in English)
 - You will conduct group research in spring, summer, and fall semesters about Thailand along with the action plan drawn by the instructor in charge.
 - You will conduct fieldwork in Thailand in the summer session.
 - You will present your research achievement at the brief session in fall semester.
 - ★ Please check the necessary visa procedures to enter Thailand for it is different depending on your nationality.
2. A variety of other Special projects in Japanese (Offered in Japanese)
 - Applicants must have a suitable Japanese proficiency level as projects are conducted 100% in Japanese with some language support from the instructor and perhaps from ES.
 - ★ Please check the necessary visa procedures to enter the country to conduct the field work for Spain, Taiwan, Philippine or Portland project for it is different depending on your nationality.

Registration procedure

Due date: 5:00 p.m. December 7 (Fri), 2018

Place: Manabi Station

Documents to submit:

- Research Proposal (Please use the designated form which will be available at manaba+R.

NOTE: TOEFL score not necessary for CRPS students.

★ Please select your research theme based on your interest in problems and write your Research Proposal according to the theme.

★ Please clearly show to which area your research theme belongs among Multi-level Governance Program, Regional Economy and Development Program, and Sustainable Urban Policy Program in the designated space of Research Proposal. This would help you clarify your interest in problems.

Selection

- Based on the submitted research proposal.

Special Project Result Announcement

Date: December 19 (Wed), 2018

How: by manaba+R

NOTE: If your application to a special project is not accepted, you will have to submit another proposal to another project that still has space. The deadline for the second round of research proposal applications will be announced shortly after the results of the first round are announced.

★ You will present your Research Proposal in Introduction to Academic Research as part of your course requirements in December 2018. You will receive an award if your presentation is selected as the best proposal among CRPS 1st year students.

Grade Notification Period

Successful students will receive 4 credits by “Introduction to On-site Research I and II”.

Additionally, you will receive 2 credits for each “Introduction to On-site Research Summer Session” if any. Please note that the grade notification date varies depending on the term in which the courses are offered as follow. Especially, students who are planning to study abroad or take a leave of absence in AY 2019 should be aware of it.

Terms	Term	Grade Notification Period
Introduction to On-site Research I	Spring	Early September
Introduction to On-site Research II	Fall	Early March
Introduction to On-site Research Summer Session	Summer Intensive IV	

List of Special Projects AY 2019

	Project Name	Maximum Capacity	Research Area	Maximum Capacity for CRPS students	Language to be used in class	Language to be used at field	Introduction to On-site Research Summer Session (Guest)	Introduction to On-site Research Summer Session (Host)
1	Osaka	15	Multi-level Governance	Recruited together with PSc major students	Japanese	—	—	—
			Regional Economy and Development					
			Sustainable Urban Policy					
2	Nara	13	Multi-level Governance	2	Japanese	Japanese	Offered	—
			Regional Economy and Development					
			Sustainable Urban Policy					
3	Shinsyu Azumino	15	Multi-level Governance	3	Japanese	Japanese	Offered	—
			Regional Economy and Development					
			Sustainable Urban Policy					
4	Spain	13	Multi-level Governance	3	Japanese	Spanish	Offered	—
			Regional Economy and Development					
			Sustainable Urban Policy					
5	Philippines	15	Regional Economy and Development	4	Japanese	English	Offered	—
			Sustainable Urban Policy					
6	Thailand	20	Multi-level Governance	Recruited together with PSc major students	English	English (Thai)	Offered	Offered
			Regional Economy and Development					
			Sustainable Urban Policy					
7	Taiwan	10	Multi-level Governance	2	Japanese	Japanese Chinese	Offered	Offered
			Regional Economy and Development					
			Sustainable Urban Policy					
8	Oregon	12	Multi-level Governance	6	Japanese English	English	Offered	—
			Regional Economy and Development					
			Sustainable Urban Policy					

■大阪府庁プロジェクト

(1) 目的およびテーマとその特徴

本プロジェクトは大阪府庁本庁の政策立案担当者の協力を得て実施する点を特徴とする。大阪府庁の提示する政策課題に対して、プロジェクトメンバーとともに、解決案を練り、提案する。その提案においては、単なる思いつきではなく、府庁の政策形成過程を調査研究し、現場またはフィールド調査を実施し、府庁の活用したデータや独自で集めた資料などを駆使する。政策課題解決においては、その利害関係者、課題の歴史的背景、費用対効果などを斟酌する。

(2) 調査対象およびその特徴

大阪府庁が現在、進めている政策を対象とするために、現実性、話題性、実践性を有する。ケースによっては、直接、大阪府庁等の担当者より説明を得ることが可能である。

以下のような方向性でテーマ設定を想定しているが、他に大阪府庁に関連するテーマで府全体に関わるものであれば、担当教員の許可を得れば、採用可能とする。

- 2025 年大阪万博政策（誘致が決定した場合）
- 大阪観光政策
- 統合型リゾート構想政策
- 副首都構想

なお、これらの全てテーマについて取り組むのではない。これらの候補からグループで相談し絞り込んだ一つのテーマについて調査・研究をすることになる。したがって、例えば個人として万博テーマを希望していてもグループでの合議の結果として観光テーマとなる場合もあることに留意すること。

(3) 授業で使用する使語

日本語（論文執筆も可能（日本語能力試験 N1））

(4) フィールドで使用する言語

日本語

(5) 受講生が負担することになる概算費用

大阪府内でのフィールドワークに関して、その交通費が発生するが、現段階では宿泊を伴わないと想定しているので、おそらく1万円にも満たないであろう。ただし、設定したテーマによっては宿泊が必要となった場合には数万円程度になる可能性もある。

(6) 選考方法

リサーチプロポーザルで本プロジェクトのテーマ適合性を判断する。

(7) 履修すべき科目

特になし。

(8) 注意事項

将来進路に関して、政治家志望、公務員志望者には、府庁職員の業務を学ぶことができる。民間企業志望者においては、対公的機関への提案方法を学ぶことができる。

(9) 個別ガイダンス日程

2018年10月22日(月) 昼休み 12:20～12:50 (場所: AS365 昼食持参可能)

■ Nara Project

(1) Objective, theme and characteristics of the project

Population has been decreasing rapidly in Japan since 2010 due to low birth rate and aging society. According to the population projections for Japan conducted by the National Institute of Population and Social Security Research, Japan has entered a long period of population shrinkage. Japanese population is expected to decline substantially for coming several decades. The population in Japan is expected to decrease by 20 percent from 127 million in 2015 to 102 million in 2050. With regard to regions, the population has decreased quite dramatically in most of the depopulated areas for recent decades. It is crucial for depopulated areas to achieve sustainable regional economic development by revitalizing local industries. There are several important research topics in this project. First, we will consider what kind of policies should be promoted to develop local industries under the tendency of rapid population decline. Secondly, we will study regional policy issues to develop forestry and to enhance tourism. Thirdly, we will deal with some representative regional problems that are caused by rapid population loss, such as difficulty in operation of public transport and a sharp increase in abandoned houses.

In this project, CRPS and CPS students will study together through two semesters. All lectures including On-site Research will be held in Japanese. On-site Research of this project will be done in the eastern and southern parts of Nara prefecture for 5 nights and 6 days in the fourth or the fifth week on August in 2019. The specific dates of On-site Research are TBD.

(2) Field information

Uda city is in the eastern part of Nara prefecture. The population of Uda city declined by 26 percent from 42 thousand in 1995 to 31 thousand in 2015, showing a marked decrease for twenty years. Uda city is famous as the place of origin of medicine production in Japan. The city plan of Uda city addresses to promote medicinal plants production in order to enhance regional economic development.

Totsukawa village is located in the southernmost part of Nara prefecture. Totsukawa village is well-known as the biggest village in Japan. 96 percent areas of Totsukawa village are forestry ones. The population of Totsukawa village has decreased since the mid-1960s. The population declined by 72 percent from 12.5 thousand in 1955 to 3.5 thousand in 2015. Totsukawa village addresses regional policies to promote primary producers' diversification into processing and distribution (sixth sector industrialization) for forest industry. These policies aim to add extra values to forestry products and boost demand for them.

(3) Language:

Japanese (N1). We will use Japanese language for discussions in the classroom.

(4) Estimated cost students would pay

Roughly 60,000-80,000 JPY. This fee includes commuting, accommodations and meal costs in summer field trip excluding optional sightseeing tour fee.

(5) Selction Criteria

Project needs to submit “Research Proposal” on the indicated date to the indicated place.
Number of recruits is about 2 CRPS students (Whole group members are 13 including PS course students).

(6) Pre-requisite and Miscellaneous

Not needed.

(7) Guidance (Japanese only)

Please attend the guidance either on 17th October (Wed) or on 23rd October (Tue).

The guidance will start at 12:20 and end at 12:55.

Place: AS452

You can bring your lunch and eat it during the guidance.

■ Shinsyu Azumino Project

(1) Objective, theme and characteristics of the project

Much of a local community in Japan is faced with several problems such as local economical redevelopment, education, child support, living support of a person with disabilities and a senior citizen, maintenance of the community function and activation (prevention of crime and disaster etc.) against the background of a growing proportion of elderly people and the population decrease at present. Our objective of the site investigation is to explore solutions for these problems with people in the local community.

However, the local community is also a treasure trove of resources. When you think about regional resources, the history, industries and facilities may come to mind. However, the residents themselves are important first and foremost. In addition, making the connection among people in the community, it is possible to create new attractions in the area. This idea is called Asset-based Community Development (ABCD). Based on this ABCD approach, this project aims to revitalize the Azumino area in Nagano Prefecture, centering on Matsumoto-shi city and Ikeda-machi town.

In this project, CRPS and CPS students will be studying together through two semesters. Introduction to On-site Research 1,2 for CPS students will be held in Japanese. CRPS students are expected to join positively in the IOR1,2 of CPS with some translation supports from Japanese to English by Professors and Teaching Assistants etc.

(2) Study topics (including case areas) and their characteristics

First of all, we decide our research theme and make research group (1-2 groups). Through the Spring semester, students read academically articles to study a theoretical perspective, visit the nearby towns to study a good case and prepare to research trip in the summer. Then, we are going to visit Matsumoto city and Ikeda town to do the fieldwork grasping the area situation above-mentioned comprehensively and taking research based on our research theme in Aug or Sep. In the Autumn semester students are going to prepare to the presentation for community people and to do it in Nov. Finally, you have to write final paper.

< Research subjects >

You have to make a research theme by choosing the following topics. (1) Education policy. Mainly inclusive education issue for the disability children; (2) young people's settlement promotion to rural area for solution of resisting for decreasing population; (3) city center revitalization; (4) community development (welfare, prevention of crime and disaster, exchange promotion, industrial development, the next generation upbringing and environmental improvement); (5) Encourage Tourism, especially for foreign tourists and (6) To combine the primary, secondary and tertiary industries into a sixth industry to generate new added values for the region.

<Field information>

Azumino region including Matsumoto city and Ikeda town is located in Nagano Prefecture. The region is famous for delicious apples and soba (buckwheat noodles) as well as good wineries recently. In every summer, enjoy the cool breeze of a day hiking in Utsukushigahara Heights or Kamikochi Height and an evening watching Seiji Ozawa conduct at the world class Seiji Ozawa Matsumoto Festival in Matsumoto city. There are also many Onsen (hot spring) hotels in Matsumoto.

In addition to that, Matsumoto city government is establishing a goal named as “the city for extension of healthy life expectancy” and implement policies following along with a goal. The city government established a center for community development in each community and is supporting community actions such as economic developments, health promotions, preventing disaster damage, child support, maintaining community environment and so on. Community hall educational activities are popular in Nagano prefecture, which is made use of for community development activities.

Ikeda town which has the about 9800 population at the time is located in rather north area in Azumino region, and is confronted with the population aging and decreasing. However there is great beautiful mountains view (usually called as “Japanese North Alps”) and abundant nature environment, the town’s population is gradually decreasing as well as other rural area in Japan. Ikeda town particularly emphasizes “herbal village” which products and sells herbs for revitalizing the economy, for example herbal tourism. Moreover, there are several people migrated from urban area. We are going to contact these new residences immigrants and Ikeda Tourism Association.

(3) Language:

Japanese (N3-N2). You'll have to be careful if you choose this project. When we go to fields, perhaps you may use English in a few spots, but in almost area people uses only Japanese language including provided handouts. Discussions in the classroom also will be done in Japanese language usually though TA will support to communicate with other Japanese students.

(4) Estimated cost students would pay

Roughly 66,000 JPY. This fee includes commuting, lodging and meal costs in summer field trip. It is excluding optional sightseeing tour fee.

(5) Selection Criteria

Project needs to submit “Research Proposal” on the indicated date to the indicated place. Number of recruits is about 2-3 CRPS students (Whole group members are 15 including PS course students).

(6) Pre-requisite and Miscellaneous

Not needed.

(7) Guidance (Japanese only)

Date: 15th October (Mon)

Time: Lunch Break (12:20-12:50)

(You can bring your lunch and eat during the guidance) Place: AS357

Please contact freely with Masanari Sakurai (however, a teacher in charge of this project is not determined yet): masanari@sps.ritsumei.ac.jp

■ Spain Project

(1) Objectives, theme and characteristics of the project

The term “local” has been attracting growing attention under the accelerating economic globalization, as can be seen in the active arguments over the local economic development, decentralization and local community building. In Japan, local economic development promotion has been one of the most important pillar of the public policy and various policies has been announced in response to the overconcentration of economic activity and population in Tokyo and the crisis of many other local economies which suffer the industrial hollowing and depopulation.

Spain, whose economy suffered a crisis in 2012 and is now in the recovery process, is a country characterized by the strong presence of its sub-national regions, some of which like Catalonia and Basque Country have been demanding increased autonomy. Since the end of the Franco Regime and establishment of the Constitution of 1978, 17 autonomous communities have constituted the highly decentralized system of administration. This system of “States of Autonomy” has embraced the economic and political disparities among communities since its beginning, which are more accentuated under the recent European debt crisis. Economic activities are highly concentrated in large cities like Madrid and Barcelona, on the one hand, and serious fiscal problems in some communities has been a great matter of concern for whole Europe on the other. Local economic development can be an important theme of study also in Spain.

This project aims to provide the students with opportunities to understand the changing situations of the local economies in the inland of Spain in the era of accelerating globalization, analyzing the local policies for which intends to enhance the local economic development based on local resources. The project will involve following topics.

a) Tourism development: Spain has very diversified touristic resources. Among others, rural tourism, gastronomy tourism and World Heritage sites tourism are closely related to the geographical field of this project. Tourism in Spain experienced a boom in the 60s under the economic liberalization and the growth of mass tourism in Western Europe. After the decades of continuous growth, now it is taking further steps towards diversification from the *sol y playa*, -the sun and beach-, whose policies have highly decentralized character. The role of tourism promotion in the local development policies and the administrative coordination between central and local governments can be interesting subject of analysis.

b) Development of local brand products: The inland of Spain produces rich agricultural products like ham and wine. We can observe there many efforts for

adding more values to the local resources; regulation system of quality and geographical origin, development of new products using local variety of ingredients, etc.

c) Foreign language educational industry: Spanish, for its great number of speakers, is getting high demand among foreign language learners and attracting many students all over the world. It is one of the very important economic resources for Spain. The inland of Spain, especially the autonomous community of Castilla y León, is a mecca for Spanish learning. This also can be an interesting topic of study.

The project consists of three phases:

Spring semester: preparation phase in which you do literature surveys and discussion for deciding theme of study and setting research questions, planning field research trip.

Summer Breaks: field trip to Spain (about 10 days) as an On-site research Summer Session.

Fall Semester: conclusion phase in which you summarize the results of field research, prepare for group poster presentation in Nov and write the final report.

(2) Research fields and their characteristics

Setting the capital city of Madrid as a start point, this project will visit Valladolid and Salamanca in the autonomous community of Castilla y León. Planned sites for visit includes following institutions.

Madrid: The office of JETRO, UNWTO (World Tourism Organization), Autonomous University of Madrid.

Valladolid and Salamanca: Tourism office of *Junta de Catilla y León, Concejo Regulador Denominación de Origen*, Salamanca University.

(3) Languages to be used in class

☐ Japanese (N3~N2, N1)

☐ English

The class is conducted mainly in Japanese. For literature survey and preparation for field research trip English is also needed.

(4) Languages to be used in field

We will use English, basic Spanish and Japanese. In the field trip you are encouraged to practice Spanish.

(5) Approximate expenses

The project would cost 300,000-350,000 JPY approximately (subject to change

depending on exchange rate, fuel surcharge, etc.) including air tickets, accommodation, local transportation, meals, etc.

Some students need to get a VISA and pay the required fee depending on their nationality.

(6) Screening Criteria

Submit the “Research Proposal” and personal statement. Write the personal statement in 1-2 sheets of A4 format with reference to the following 3 points.

- a) How your research topic is related to the aim of the project
- b) What matters do you want to learn through the On-site research summer seminar
- c) What kind of sites (institutions, organizations and universities) do you want to visit in Spain

(7) Recommended courses

Courses on Spanish language are strongly recommended. Subjects covering skills for field survey and qualitative/quantitative analyses are also recommended.

(8) Special notes

If you have chronic diseases, please consult with your doctor before applying and inform that to a professor in charge of the project.

All students are responsible for the acquisition of passport and VISA on their own. You are strongly advised to get prepared well before the departure.

During the field trip, you should follow the instructions by the professors and be attentive for your own safety and health condition.

(9) Guidance (in Japanese)

Tuesday, October 23th, 12:20-12:55 @AS356

For any questions, contact with Sachiyo Murase (sir15172@fc.ritsumei.ac.jp)

■ Philippines Project

(1) Objective, theme and characteristics of the project

Study the Philippines and poor issue

Guidance during Spring term, 9days study tour in September 2019

(2) Study topics (including case areas) and their characteristics

Visit an urban poor community and two rural communities in the Philippines

Day 1: Arrival, orientation

Day 2: Study urban poor issue

Visit Tondo, a slum community near dump site in Manila city. Observe the real situation from foot bridge near the community. Invite youth from Tondo to our accommodation, and will listen to the life stories of the youth, discussion

Day 3-7 : Learn the life of people in rural area

Visit Alabat Island, workshop of making fairtrade products using coconuts shells and handmade papers, market research workshop, integration with local people, homestay, discussion.

Day 8 : Learn the struggle of people in Pinatubo eruption disaster area

Visit devastated area by Pinatubo eruption and lahar or debris flow, integration with people through home visit and community social

Day 9: Shopping, back to Japan

*Colaboration with NPO Access

(3) Language in this Project

Japanese (Basic Conversation: Japanese Language Proficiency Test N5~N4)

(4) Language in overseas fieldwork

Japanese and English

(5) Estimated cost students would pay

Tour costs (round trip ticket, expenses during the stay including meals, transportation expenses in the Philippines etc) JPY152,000

Others JPY24,660

Passenger service facility charge	JPY3,040
Fuel surcharge	JPY6,000
Air insurance fee	JPY600
Airport tax	JPY1,020
Departure tax	JPY1,000
Estimated overseas travelers' accident insurance	JPY10,000
NPO Access membership fee	JPY3,000

Total JPY176,660

*It may be changed due to changes in exchange rates or crude oil prices.

*Visa fee will be charged depending on the student nationality

(6) elction Criteria

Research Proposal

(7) Pre-requisite and Miscellaneous

None

(8) Notice

Not to eat foods and drinks other than those provided during the study tour to prevent food poisoning.

Act according to the rules and schedule of the program.

(9) Guidance (Japanese only)

Oct 15, 2018 12:10-12:50 AS456

■ Thai Project

1. Objective, theme and characteristics of the project

This project aims to provide students with experience needed for policy formation: from understanding backgrounds and identifying problems to policy recommendation in Thailand. Although Thailand has attained rapid economic growth compared to other ASEAN countries, its economic disparity still remains. The theme of the project is a group of topics stemming from this phenomenon such as community development in low-income settlements (ex. slums), their housing problems, etc.

In the Spring Semester, project students set group research questions, objectives and hypotheses toward a fieldwork in Thailand for some nine days in the Summer Break. The fieldwork results are analyzed and concluded in the Fall Semester. During the field work in Thailand, the students would work together with students in the Housing Department, the Faculty of Architecture, Chulalongkorn University and the Faculty of Liberal Arts, Mahidol university. On contrary, these Thai students would come to OIC, Ritsumeikan University, in December for about two weeks and the project students work together with them for housing and urban planning issues in Japan, which are not necessarily related to the project students' themes in Thailand.

2. Study area and its characteristics

The study area is basically low-income settlements in Bangkok and/or its outskirts, especially where national agencies, NGOs, and other organizations engaged in the livelihood improvement. To improve low-income settlements, Thailand has been conducting several projects that should be learned by other countries facing challenges in upgrading low-income settlements. Baan Mankong Project by CODI (Community Organization Development Institute) and Baan Eua-Arthorn Project by NHA (National Housing Authority) are two of the outstanding projects. On the other hand, a rich condominium can be seen next to a slum in Bangkok, one of the typical scenes of the economic disparity. In this project, the students can learn successful cases and remaining challenges related to improve quality of life (QOL) of the low-income settlers.

3. Language in this project

English

4. Language in the field

Lectures, the fieldwork, and other activities in Thailand are conducted in English (Thai university students help you to translate between English and Thai). But acquiring some basic Thai for greetings lets you get friendly with Thai (such as Thai university students with whom you collaborate in the project). In addition, basic Thai provides you with effective results in the fieldwork through closer relations with respondents.

5. Estimated cost for Thai Project

It would cost approximately **130,000 JPY** (Flight ticket: 80,000JPY, Fee for workshop in Thailand [transportation, accommodation, etc.]: 25,000JPY, Food cost in Thailand: 20,000JPY, Insurance: 5,000JPY), plus other personal costs such as souvenir. However, it is subject to change in fuel surcharge, currency rate, etc. Moreover, some international students need to prepare and pay for VISA by themselves.

6. Selection Criteria

Students who wish to join Thai Project need to submit "Research Proposal." The amount of contents is not important but the quality and your enthusiasm for study matter.

7. Subjects recommended for students to register

For students in PS Major (who learn in Japanese)

English skill required to start this project successfully is approximately 460 of TOEIC. In addition, students are strongly recommended to take subjects for acquiring practical English. Please keep in mind that your effort to acquire skills from now on is more important than your present skills. Even though you do not have confidence, but if you are willing to study hard from now on, you are the most welcomed to join this project. And students in PS major will automatically get registered in “**Thai 初級 I,II,III**” and “**Thai 準中級 I,II,III.**”

For all students

To attain skills for the fieldwork, subjects in which ones can learn how to conduct fieldworks and analysis, both of quantitatively and qualitatively, are suggested for students to register. Understanding these skills makes the students easier to find appropriate survey methodologies and findings. And all students will also automatically get registered in グローバル/ローカル・オンサイト演習Ⅱ (A) / **Introduction to On-site Research Summer Session [A]**” and “グローバル/ローカル・オンサイト演習Ⅱ (B) / **Introduction to On-site Research Summer Session [B]**.” The former is about going to Thailand for the fieldwork during the summer break, while the latter is for working together with Thai students who conduct a fieldwork in Japan in December.

8. Remarks <<IMPORTANT>>

As this project brings students to overseas, this project accepts students who can take their own responsibilities as mature persons, such as providing necessary information to a teacher in time, carefully and frequently checking their university email accounts for urgent information. Students who do not have confidence to do so, should not apply for this project.

If students have chronic diseases, they need consult with their primary care doctors BEFORE applying and, if they decide to participate in, they need to inform a teacher in charge of the project about their diseases.

Students studying in PS major must take the same flights with a teacher in charge between Kansai Int'l Airport and the Bangkok Int'l Airport. Students in CRPS major are also supposed to move together with the teacher. If CRPS students wish to go directly from and back to their home countries, they need to consult with the teacher. In this case, they are responsible for joining travel insurances and provide sufficient information in a timely manner to the teacher.

CRPS students need to check by themselves whether to need VISA for Thailand. Although the university helps prepare some documents (an invitation letter, etc.), the students have responsibility for applying and getting VISA.

9. Guidance (in English and Japanese)

Date: 22nd October (Mon), 2018

Time: Lunch Break (12:20-12:50)

(Students can bring lunch and eat during the guidance)

Place: AS364

Contact freely with Associate Professor Yusuke Toyoda for questions on this project (however, a teacher in charge of this project in 2019 is not determined yet): toyoday@fc.ritsumeai.ac.jp



Lecture by NESDB
(National Economic and
Social Development Board)



Survey at Klong Toei Slum
(biggest slum in Bangkok)



Final Presentation

■ Taiwan Project

I Objective, theme and the characteristics of this project

i Theme: "Exploring Common Issues between Japan and Taiwan"

In this project, we will discover common problems of Japan and Taiwan, and about specific problem, investigate and analyze the cause and background, and clarify the current condition, compare the actual conditions of this both countries.

The common issues between Japan and Taiwan are few. In previous years, we picked up "democracy", "LGBT(sexual minority)", "nuclear energy". Besides, there are "a declining and aging society", "nursing care", "multicultural coexistence society", "environmental protection", "food disposal", "promotion of tourism", "acceptance of foreigners" etc..

The themes to be addressed in 2019 are (1) "multicultural coexistence society", and (2) "environmental policy". Please select either (1) or (2) in the application form as your desired theme.

Depending on the circumstances of the applicant, we may narrow down to (1) or (2), and adjust the project members, so we may not be able to comply with your request.

ii Status of the project and related courses

This research project is a package subject consisting of the following 4 courses:

- ① "Introduction to On-site Research 1" (spring, 2 credits) (This course is to study Japanese problem conditions, discussions and policies, and to prepare basic knowledge for Taiwan fieldwork in advance about the issue to be discussed, and to prepare a report.)
- ② "Introduction to On-site Research Summer Session (Guest)" (overseas field work, summer, 2 credits) (This course is to investigate the actual conditions of Taiwan about the issue to be taken up.)
- ③ "Introduction to On-site Research Summer Session (Host)" (summer, 2 credits) (This course is to carry out joint seminar with National Taipei University)
- ④ "Introduction to On-site Research 2" (fall, 2 credits) (This course is to compare the actual conditions of the both countries through Taiwan fieldwork, and to publish the research results and to prepare a report.)

II Fieldwork destination

Fieldwork destinations depend on the theme picked up. Basically it will be National Taiwan University, National Taipei University, National University of Kaohsiung, National Sun Yat-sen University, which has experience of exchanges in previous years, and citizen groups.

We will hold exchange workshops with those Taiwan's universities. It is necessary for every student to present at the exchange workshop.

And in the joint seminar with National University, every student must play some role such as presentation, guidance.

During summer vacation, because all students must take procedures for overseas travel, and also must attend joint seminar with National Taipei University, all students must stay in Japan. If

you will be not in Japan such as return to your home country during summer vacation, please do not apply.

III Language in this Project

Japanese (For CRPS student's Japanese language ability, it is desirable to be able to discuss with Japanese and read Japanese references.)

IV Languages in overseas fieldwork

Japanese or English (In the exchange workshops with Taiwan's universities, it is desirable to practice Taiwanese or Chinese.)

V Approximate amount to be borne by student

The total amount is about 110,000 JPY(Including ticket 40,000JPY, other costs 70,000JPY). The amount may be changed.(For CRPS students,travel expenses such as visas are required)

VI Selection method

Please submit individual "Research Proposal", and it must record the following matters:

- Individual "Research Proposal" on common issues between Japan and Taiwan, and what matters do you want to learn through the On Site seminal.(Please select (1)①or ② above, as your desired theme)
- What historic landmarks or sites, facilities, groups, organizations or universities, etc. you want to visit in Taiwan? Why?
- In the joint seminal with National Taipei University, what role do you want to play and what you can ?

VII Guidance (in Japanese)

Date & Time: October 15 (Mon.) 12:20~12:50 AS361

(If you have questions, please contact with Project proponent/Professor TSAY (tsayshio@fc.ritsumei.ac.jp))

VIII Others

When entering Taiwan, visas are not required for Japanese, Korean, Singaporean, Thailand, Malaysia students etc.. For students from other countries, it is necessary to obtain a visa.

Students of China nationality are obliged to obtain permission to enter Taiwan.

When going to field to Taiwan, all students must act collectively, so will make it round-trip between KANSAI AIRPORT and Taiwan. It is not allowed that you enter Taiwan from a third country such as China, and leave Taiwan to a third country such as China.

■Oregon Project

1. Objective, theme and characteristics of the project

The project aims to study for students with experience field surveys in State of Oregon, USA.

It has two sub goals that students could learn 1) “Community Activities & Community Development in Oregonian cities, i.e. Portland, Eugene and Beaverton”; 2) “Safe community and Disaster mitigation under FEMA initiatives”; 3) “Compact & smart city strategy including combination of bicycles (bike & ride), TriMet and Buses with a small downtown core and smart urban growth boundaries, adopted in 1979 and reviewable every 20 years, has made Portland the first compact city in the United States.”.

These activities can be realized by cooperation from the main counterpart of the Faculty of Urban & Public Affairs, Portland State University (PSU) in Portland city and substantially, Faculty of Planning, Public Policy and Management, University of Oregon in Eugene. Those universities would give some opportunities both of field surveys supporting and helping your field surveys and students exchanging.

2. Study topics (including case areas) and their characteristics

List of examples for study keywords: safe community; disaster mitigation; disaster management; community development; neighborhood association; compact city; smart city; urban environment, Eco trust, education, local business, community business, etc.

Jay Wickersham wrote that “Oregon has also used planning to coordinate local land use policies with public transportation investments, at the metropolitan and statewide level. A series of mixed-use new developments along the new light rail line through the western suburbs of Portland locate housing, shops, and offices within walking distance of the transit stops. The state’s new model zoning code for towns and small cities stresses land use strategies that favor pedestrians and transit over private automobiles. The code was jointly developed and sponsored by the state’s department of land development and the department of transportation, showing how crucial it is to include both transportation and land use authorities in solving regional problems.”

Oregon state government noticed that “The Cascadia Subduction Zone is a 600-mile fault that runs from northern California up to British Columbia and is about 70-100 miles off the Pacific coast shoreline. There have been 41 earthquakes in the last 10,000 years within this fault that have occurred as few as 190 years or as much as 1200 years apart. The last earthquake that occurred in

this fault was on January 26, 1700, with an estimated 9.0 magnitude. This earthquake caused the coastline to drop several feet and a tsunami to form and crash into the land. What is most surprising is that evidence for this great earthquake also came from Japan. Japanese historic records indicate that a destructive distant-produced tsunami struck their coast on January 26, 1700. By studying the geological records and the flow of the Pacific Ocean, scientists have been able to link the tsunami in Japan with the great earthquake from the Pacific Northwest. Native American legends also support the timing of this last event. Oregon has the potential for a 9.0+ magnitude earthquake caused by the Cascadia Subduction Zone and a resulting tsunami of up to 100 feet in height that will impact the coastal area. There is an estimated 2-4 minutes of shaking or rolling that will be felt along the coast line with the strength and intensity decreasing the further inland you are. The Cascadia Subduction Zone has not produced an earthquake since A.D. 1700 and is building up pressure where the Juan de Fuca Plate is subsiding underneath the North American plate. Currently, scientists are predicting that there is about a 40 percent chance that a megathrust earthquake of 9.0+ magnitude in this fault zone will occur in the next 50 years. This event will be felt throughout the Pacific Northwest. With the current preparedness levels of Oregon, we can anticipate being without services and assistance for at least 2 weeks, if not longer, when the Cascadia Subduction Zone earthquake occurs. While this will be difficult to overcome, our citizens, businesses, schools, government, and communities as a whole can take steps to get prepared. Take action now by actively planning and preparing yourself and your community to be [ready for two weeks](#) for disasters.”

Portland is often awarded "Greenest City in America". Popular Science awarded Portland the title of the "Greenest City in America" in 2008, and "Grist magazine listed" it in 2007 as the second greenest city in the world. Portland city became a pioneer of state-directed metropolitan planning, a program which was instituted statewide in 1969 to compact the urban growth boundaries of the city. Jane Jacobs introduced famous social movements in Portland struggle for urban planning.

Eugene is home to the University of Oregon and Lane Community College. The city is also noted for its natural environment and kayaking and focus on the arts. Eugene's official slogan is "A Great City for the Arts and Outdoors". It is also referred to as the "Emerald City" and as "Track Town, USA". The Nike corporation had its beginnings in Eugene.

Beaverton city center is 7 miles (11 km) west of downtown Portland in the Tualatin River Valley where is the second-largest city in the county (Washington County) and Oregon's sixth-largest city. Fire protection and EMS services are provided through Tualatin Valley Fire and Rescue, especially for "Community Emergency Response Team (CERT) keeps major activities in both of the

Beaverton and the county.”. Beaverton was one of the 100 "best places to live" in Money magazine in 2010 among smaller cities in the country. Along with Hillsboro, Beaverton is one of the economic centers for the county, home to numerous corporations in a variety of industries including Intel and Nike.

Study and research methodology are basically consisting of three phases:

Spring Semester: preparation phase when you do literature surveys and discussions for deciding study themes, setting research questions, objectives and hypotheses, and planning field surveys;

Summer Break: field visit phase (almost 8 days; 7 -15 or 14 – 22 Sep.) with lectures by researchers and practitioners, interviews with related stakeholders, interviews and/or questionnaire surveys in local communities, and group presentations, and;

Fall Semester: conclusion phase aiming at summarizing results of field surveys, exchanging program, group presentations and writing reports in group as final outputs.

3. EPS (English for Policy Science)

This project is open as EPS for students in Policy Science Major (Japanese Program).

4. Language in this project

English and little Japanese (Speaking basic Japanese lets help you friendlier with team mate)

5. Estimated cost for Oregon Project

It would cost approximately 250,000 - 290,000JPY (Flight ticket: 120,000JPY, Workshop participation fee in Portland State University [transportation, accommodation, etc.: 130,000- 180,000 JPY, ESTA cost and others. Extra expense for Food cost, Insurance are needed. However, it is subject to change in fuel surcharge, currency rate, etc. Moreover, some international students need to prepare and pay for VISA application. If luckily in case of getting supporting Assistance of Ritsumeikan University, students may get such a support.

6. Selection Criteria

Students who wish to join Oregon Project need to submit “Research Proposal.” The amount of contents is not important but the quality and your enthusiasm for study matter. Maximum seats of the Oregon Project are 12 including CRPS.

7. Subjects recommended for students to register

For students in PS Major (who learn in Japanese)

English skill required to complete this project successfully is approximately 460 of TOEIC. In addition, students are suggested to take subjects for acquiring practical English. Please keep in mind that your effort to acquire skills above from now on is more important than your present skills. Even though you do not have confidence; if you are willing to study hard from now on, you are the most welcomed to join this project.

8. Remarks

If you have chronic diseases, please consult with your primary care doctor before applying and, if you decided to participate, please inform your diseases to a teacher in charge of the project.

To students studying in PS major, you must take the same flight with other members between Japan and Portland Airport. To students in CRPS major, you are basically supposed to move together with us (If you wish to directly go from and back to your home country, please consult with the teacher in charge).

Please check whether you need ESTA (Visa Waiver Program countries)/VISA (other countries) to visit USA. In case of Canadian Transit visa eTa may be required in case of Vancouver transit case. Although we can help prepare some documents (invitation letter, etc.), students have responsibility to apply and get ESTA/eTa/VISA.

9. Guidance (in English and Japanese)

Date: 16th October (Tue), 2018 12:20-12:50 @ AS851

Possible bringing your lunch

Please contact freely with Professor Kanegae for questions (however, a teacher in charge of this project in 2019 is not determined yet): hkanegae@sps.ritsumei.ac.jp

"Introduction to On-site Research 1 and 2" AY 2019
Application form for Special Project

Due date: 5:00 p.m. Friday, December 7, 2018 at the Manabi Station

Student ID number											—	
Name												
Research Field	Multi-level Governance / Regional Economy and Development / Sustainable Urban Policy											

● Circle the project you wish to apply for. (multiple applications are not allowed)

Wish	Project Name	Research Area	Maximum Capacity	Maximum Capacity for CRPS students
	Osaka	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	15	Recruited together with PSc major students
	Nara	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	13	2
	Shinsyu Azumino	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	15	3
	Spain	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	13	3
	Philippine	Regional Economy and Development Sustainable Urban Policy	15	4
	Thailand	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	20	Recruited together with PSc major students
	Taiwan	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	10	2
	Oregon	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	12	6

● Are there any additionally required documents for application? Attach the document if there is any.

There is	There is not
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● Are you planning to **go study abroad or take a leave of absence for a semester or year** during AY 2019?

Planning	Not planning
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For office use only

Note	Judgement	

Research Proposal for Introduction to On-site Research AY 2019 (CRPS)

1. Student ID and name

Name		Student ID	
Research Area	<input type="checkbox"/> Multi-level Governance <input type="checkbox"/> Regional Economy and Development <input type="checkbox"/> Sustainable Urban Policy	Applying project (Please check the one you hope to apply for.)	<input type="checkbox"/> Osaka Project <input type="checkbox"/> Nara Project <input type="checkbox"/> Shinsyu Azumino Project <input type="checkbox"/> Spain Project <input type="checkbox"/> Philippine Project <input type="checkbox"/> Thailand Project <input type="checkbox"/> Taiwan Project <input type="checkbox"/> Oregon Project

2. Research title

3. Research outline (about 600 words in English) (Significance of your research, your research goal)

4. Literature review (about 600 words in English)

5. Reference articles (3 at least)

Research Course Handbook

For Introduction to On-site Research I and II

Important points:

1	BEFORE you decide to apply for a specific project, you should consider the practical aspects. If you are choosing a project that does fieldwork in another country, do your parents support you going? You should talk this over with them before you start researching your proposal otherwise you might do a lot of work for nothing!! Also make sure that consider the financial aspects of the project. Some projects are more costly for the fieldwork than others.
2	Submit your research proposal to your desired research project.
3	When trying to choose which project to apply for, ask senior students for advice and don't hesitate to contact the instructor and ask. All PS instructors are here to help support you in your studies.
4	Please be aware that some projects are more competitive to enter than others. If your research proposal is NOT accepted, you will have to submit another proposal to another project that still has space. The deadline for the second round of research proposal applications will be announced shortly after the results of the first round are announced.
5	If you are going to do fieldwork abroad, please note that you must organize your VISA by yourself. The office cannot help you.
6	NOTE: Some projects are English language based projects, meaning that the main language spoken is English and all assignments are in English. Other projects are Japanese language based. While some Japanese language based projects are open to CRPS students, you should make sure you understand the level of Japanese language ability required in each project. Some projects have very little English support and you should, therefore, have a good command of Japanese if you want to choose one of those projects.
7	CRPS students cannot join an independent research project. You must choose a Special project [destination/theme based].

Preface

Introduction to On-site Research I and II are core subjects that follow the first-year "Introduction to Academic Research" and they prepare you for your studies in Policy Science Seminar 1, 2, 3 and Case Study Seminar, which are the compilation of your four years of study in the College of Policy Science. In particular, Introduction to On-site Research I and II can be described as the most quintessential policy science courses among all of your small-group courses.

The Introduction to On-site Research I and II involve independent surveys and research projects. Students in the CRPS program enter these small group courses in their second semester of their first year. The Japanese-based PS students enter the same course in their 3rd semester [spring of 2nd year]. All students will summarize their spring and fall semester survey and research results in reports and presentations. Course evaluations will be made on these and other requirements.

These courses have three objectives: The first is independent learning. You will find a topic you want to elucidate, or a policy issue that you want to solve, then you will choose your research methods and research materials, decide on a research schedule, and engage in surveys and research. The second objective is to learn through fieldwork. Rather than listening to a lecture in class, these courses will place you outside the lecture hall so that you absorb knowledge yourself, acquire information yourself, deepen your understanding of social issues and policy issues based on these activities, and then carry out analysis. Fieldwork could involve for example visiting companies, government offices, and other types of organizations. The third objective is collaborative group work. It is important and interesting to collaborate with others, but there can be some challenges. Part of the learning objectives of the College of Policy Science is to acquire sufficient skills for overcoming these challenges of working together in groups.

Introduction to On-site Research I and II are semester-long courses. At the end of each semester, each research project group is required to write a "research results report." Grading assessments will be made based on scores from your daily performance, but it is still necessary to write and submit a research results report to receive course credit for Introduction to On-site Research I and II.

Before participating in On-site Research I and II, you will have to write a research proposal [about 1200 words] as part of your assignments in the Project Introduction course. In your research proposal, include the research title, in addition to the significance and objectives of your research project, as well as any prior studies. Class projects and groups for Introduction to On-site Research I and II will be determined following these proposals. Please read this guide carefully before writing your research proposal.

Section 1: Choosing a Topic

1.1 Your research proposal

As an individual [before entering the project]

The projects offered have main research themes. When you are writing your RP to apply for a project, you should read the project description carefully and write your proposal so that it is clearly related to one or some of the themes in the project description. For example, if the project description is centered on poverty and education then your proposal should in some way be connected to one or both of these very broad research themes. Make sure your proposal is well-researched and well-described. Try to write your proposal as clearly as possible.

In the CRPS program, there are three categories of research fields (**Multi-level Governance, Regional Economy and Development, and Sustainable Urban Policy**) to allow us to understand complexly interrelated social issues and to find avenues for solving them. You will make a systematic and interdisciplinary study of these research categories in order to acquire multiple perspectives and broad-based knowledge.

As a group [after entering the project]

In these projects, students collaborate together to create a commonly agreed upon research project based on everyone's interest. It is important to understand that the research proposal that you write in your Introduction to Academic Research course, which you use to apply to the Introduction to Onsite Research I and II, will change depending on the mix of students in your research group and your combined interests.

1.2 Policy Science: a problem-oriented discipline

A multifaceted perspective is a prerequisite for noticing various issues surrounding our lives, for elucidating those issues, and for considering ways to counteract them. Problems treated in policy science include typically social problems. The field does not directly deal with personal problems such as, "I can't make ends meet this month," "I don't have enough college credit," or "I can't find a part-time job" (although personal problems can certainly be connected to social problems). What do we mean by "problems" or "issues"? We mean the state of "being worried," "experiencing hardship," and "feeling anxiety" (which is also true for personal problems). Social problems just expand these states to multiple parties sharing the issues in question.

Approaches like counseling services are used to address personal problems. This usually involves advice and recommendations. Such advice, in the case of a college student who has trouble making ends meet at the end of each month, might include suggestions like "review your spending habits" or "try working part-time." The same would be true for social problems. A characteristic of policy science is to give varieties of advice and recommendations to multiple parties sharing the same difficulties or hardships. These are called "policy recommendations" or "policy proposals," while a "policy mindset" refers to sharing knowledge that illuminates a way for people in distress to escape that condition. In this sense, policy science is a problem-oriented discipline.

1.3 Expressing your topic clearly

In general, topics that clearly state their research target, research angle, and research method are good examples to follow. For example, "The Issue of Restarting Nuclear Power Plants" is quite general and the focus is not clear. Changing it to "The E-mail Issues Involved with Restarting Nuclear Power Plants" is a slight improvement. "The Issues Surrounding Corrupt Relationships between Regional Municipalities and Electrical Power Companies with Regard to Restarting Nuclear Power Plants" is even more of an improvement. "A Discussion of the Structural Factors and Political Processes Surrounding Corrupt Relationships between Regional Municipalities and Electrical Power Companies with Regard to Restarting Nuclear Power Plants" is clear and focused.

Section 2 Drafting a Research Plan

When you choose a research topic, it is best to actually have your research plan fairly developed as

well. Now, what are the most important conditions for you to focus on when choosing a topic and preparing for the Introduction to On-site Research I and II courses?

2.1 Time limitations

No matter the situation, there are time restrictions. Introduction to On-site Research I and II involve planning independent surveys. Once research groups are fixed and you have an outline for your research plan, you need to use everyone's time to the fullest and commence surveys and research. We will touch on this again later, but classroom time is used to report your daily progress to the professor and TAs, and to get advice and guidance on any problems you are coming up against. In-class hours of 180 min., every other week (give or take rescheduling) in two classes over eight months is not enough time to plan independent surveys. This is different from other classes. Needless to say, how you use your out-of-class hours for Introduction to On-site Research I and II is very crucial.

And remember that you have to submit a research results report in July for Introduction to On-site Research I and in January of the following year for Introduction to On-site Research II. You will need to schedule time to write these reports, which means that your surveys and research effectively need to be finished in December (in most cases). Even including summer break, you only have a little more than eight months. Eight months may seem long, but it is not.

How much can be accomplished in eight months? This is the first criteria in your research plan. This also imposes limits on your research and survey topic/title. For example, research requiring years of observation is out of the question (though you could, of course, use observational results from other researchers and limit your own observations to a shorter period). For fieldwork as well, surveys that must be carried out on site over an extended time period are not an option. You have other classes besides Introduction to On-site Research I and II, so there are limits on how many times you can visit a target area.

2.2 Funds and labor

Not only time, but also labor is subject to limitations. Research also costs money. Travel and photocopying funds are needed just to gather documents. You could tire yourself out just from making the rounds from one library to the next. You will need data in order to test your hypotheses about the research targets you wish to elucidate. This will involve either using pre-existing data, or creating your own. If pre-existing data is not applicable, you will need your own, which comes from making specific observations, measurements, experiments, or questionnaires.

Observations and measurements may require equipment. Will you be able to obtain such equipment? (Consult with your faculty advisors.) Experiments also require devices and special materials. (Here, too, consult with your faculty advisors.) If you give out a questionnaire, you usually will not need equipment, devices, or special materials, but the costs can still be high. You will have to gain the skills needed for administering a questionnaire survey. After you have carefully prepared the questions, you may need to print and mail the forms, depending on how you choose your subjects. A small payment is customary in order to compensate those who cooperate with your survey (part of Introduction to On-site Research I and II is to learn these customary points).

Given these matters, you may opt to save money and approach people on the street to participate in your survey, though data collected in this way is usually not afforded much academic weight. Please keep this in mind. Fieldwork also costs money. The most common cost is getting to the research location. And you won't be fasting once you arrive; you will need food and lodging. Research is a battle against budgets (labor, incidentally, can be bought with money, if you have it).

2.3 Finding past research results: Writing a literature review

Consider the expressions "unexplored" or "never attempted before." In general, you should realize that this ideal is not possible in research. No matter how original you think your project may be, there is always something preceding it. Your work will either be the extension of previously accumulated research, or it will be building a new branch by opposing accumulated research. Most

projects fall into the former category. Initiatives in the latter category occur quite rarely in academic and scientific research (the phrase "paradigm shift" is used to describe this in the history of science).¹

In either case, the first step for a project is to understand the nature of the accumulated research. Conducting research is like climbing a mountain. You first confirm the results of prior research (prior "ascents"), assess how far they progressed, and determine what ground is left to be covered. To continue the analogy, what we typically call "reviewing prior research" refers to measuring the height of the mountain and understanding its shape. You will need to check who has conducted research, and what they have elucidated, on topics similar to your own topic in the given field. Now, what kinds of research results should be the target of your review? There is an easy way to find out. Separate your own research topic into its component parts.

Suppose that your topic is: "A Consideration of Political Processes for Municipal Mergers in the Tango Region." First, is the "Tango region". Since your topic is political reform, search for materials covering politics and government administration in this region. Next, is "municipal mergers." This is only one type of administrative reform, but there should be many research reports and papers covering the history and the study of municipal mergers (inside Japan). You might be able to find reports and papers covering the recent trends in the Tango region. But it is too soon to celebrate. Prepare to be disappointed.

But if you change your angle slightly, you might actually find researchers who have already engaged in your very same project. But do not despair completely. Read through that research as thoroughly as possible. Check whether there are gaps, inaccurate sections, incomplete analysis, and whether the assertions are clear. If there are gaps, you are in luck. Your task can be to fill in those gaps. If there are no gaps, try to adjust your point of view. Go through some thought experiments such as: if I look at this from a different angle, could I come up with the opposite conclusion from the author? The last section of your topic/title is "political processes." This involves using a theoretical model of political process as your angle of analysis. So, you will have to assiduously study theories of political process. This requires the determination to describe all phenomena in the world through political process theory.

The research group tackling our example in the Tango region will probably engage in fieldwork. They should carefully keep in mind, though, that a proper review of prior research is needed before going to the target region. You will be in dire straits if you spend eight months visiting the target region but avoid reading books or research papers. Results from this type of research may amount to no more than something resembling a mediocre travelogue. In your research proposal, you will have to include comments on prior research depending on how your project extends the scope of existing studies.

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Advice when writing about prior research

1) Academic field

First, consider what kind of academic or research field your topic is related to. It may span multiple fields.

2) How (and when) has prior research explained and assessed your topic?

How your research topic is treated and accepted in these academic or research fields? Who arrived at this evaluation and when did they do so? (Indicate specific titles of studies, who the authors were, what year they were published, etc.) Or, if no one has done research on this topic before, what are the reasons for the omission? Be sure to think over the answers to these questions.

For most research topics, there are prior studies of the issue. These prior studies are usually not singular, but often have multiple related assessments and interpretations. Depending on the topic, there might be voluminous research. You should review and write about the relationships among these multiple assessments and interpretations in the given academic area.

¹ There are, however, many people who claim to have changed or discovered a paradigm shift. Most of them are incorrect, so be wary. If you would like to know more about the concept of "paradigm shifts," see Thomas Kuhn's *The Structure of Scientific Revolutions*.

"Criticism" is one of the connections between multiple viewpoints. For example, you may choose topic X for your research. Researcher A may have already studied and written a paper on X. In response, researcher B may have published a paper the following year criticizing (or making a critical assessment of) researcher A's study. In your writing on prior research, you would introduce A's results and explain why B criticizes and argues against A. You would also need to consider what academic significance their debate holds. Summarize and explain these points chronologically. Criticism, however, is not the only possibility. Another pattern could be researcher E providing further cases that corroborate the conclusions (or the criticisms) offered by researcher D. In this type of situation, there are often different intellectual schools or currents in the background of the subject.

The analysis described here is time consuming. You have to canvass, at least to some degree, all of the existing research. How will you go about canvassing it? Let us start with an approach that you should avoid: carrying out your searches on Google. This approach will show you multiple forms of academic information (such as research papers), but it will not show you the chronology of them and it may never lead you toward academically structured interpretations (such as one researcher's criticism of another).

Your best approach is to take notes on the references cited by multiple research papers on the same topic, then locate and read those sources yourself. Those authors are professional researchers. You can expect that they researched the field, read other studies, discovered what papers overlap with their own, and perhaps even written other related papers. This type of "daisy chain" approach may seem like the long way around, but is actually the shortest route to take. If you organize material this way, you should be able to discover the different interpretations, by different schools of thought or by different generations of scholars, with regard to a topic.

There is also another helpful approach. Every year, many academic journals print an appendix covering the outlook for their field going forward. Looking at these appendices can give you an overview of the trends in those academic societies. Many academic papers also carry bibliographies. Or, there may be databases of bibliographies.

Also, be sure to understand that simply introducing prior case studies does not constitute a review of prior research. In many cases, the parties carrying out a study could be the government, administrative agencies, private companies, individuals, international organizations, etc.—not researchers. And, the overseeing body may not be the same body implementing or executing the study. For instance, even if a researcher has carried out prior "studies," that does not make them prior "research." What makes prior research "research" is this second word in the name. It is important to know what publication medium the researcher (or the research organization/research practitioner) used to present a study to the world, in addition to how that study was introduced and how it was written.

3) Differences between prior research and your topic

Examine what the differences are between prior research and your topic. For example, consider where your research is original (is your topic itself original, or is your approach original), and how your assessment and understanding of the research target differs with prior research. Be specific in this regard.

Research is not about reiteration. It is quite difficult, but your research topic needs to have the same level of significance as prior research, otherwise it becomes a simple reproduction (reproductions are important, but they are not our objective).

If you are not aware of prior research, you may be lured into thinking that your project is the "first in the world." Your research, and all research, must constantly be a manifestation of forward progress. Even if slight, it is still meaningful. Hopefully, you will agree that it is preferable to be determined to contribute to academic or social progress. This is all the more true for the study of policy science.

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2.4 Research significance and objectives

Your research proposal has sections for filling in the significance and objectives of the research. What is the reason for carrying out the research? What sort of significance is there in researching your topic? These questions must be answered. However, do not be overly philosophical or fundamentalist in your approach. If you consider everything philosophically, you may not escape that realm. If a (practical) exit is not necessary, then a philosophical approach is fine. "Why did you climb Everest?" "Because it's there." These sorts of answers are romantically appealing, but they are not helpful in a research proposal.

What is the best way to avoid a philosophical regression? Consider two possible solutions. First, carefully seek out prior research, as mentioned above. If you put real effort into this, you will find the unanswered questions that exist in that field of research. If you think succinctly about the research significance and objectives,

- a) It will teach you to examine what you have completely or mostly not known up to that point
- b) It will teach you where you have been mistaken in your understanding up to that point (and possibly show you how to understand correctly)

Your review of prior research will help you look at where you stand in terms of the task you are planning to undertake, and it will help you determine which direction to go. Therefore, reviewing prior research fundamentally includes hints for refining your objectives.

Section 3 Active Learning

3.1 In class

Since the Onsite Research class is not a lecture-style course, the professor will not be lecturing to you on most days. Class time is also not for searching for research materials. The most efficient ways to use in-class hours are:

- a) Check in with your group on the past week's activities and progress
- b) Discuss obstacles that have come up in the past week and get advice from your professor, TA, or ES
- c) Make sure everyone is on the same page regarding the agenda for the coming week

In Introduction to On-site Research I and II, one supervisor/faculty member is in charge of several groups. There are also TAs and ESs. Your professor will monitor the progress of each group's surveys and research. If your research is bogged down or your survey has hit a roadblock, the professor, TA, or ES will offer advice. Be aware, however, that your professor, TA, or ES cannot fill in all the knowledge gaps you may have. They provide advice, as opposed to solutions or answers. Their advice will not delve into the content of your research as much as it will cover methods and approaches to research. Think of their counsel as something helpful for generating results from the content of your research.

3.2 Research requires methodology

According to one philosopher, surprise is the impetus behind academic learning. "Surprise" could also be replaced here with "curiosity" or "intuition." Seeing or hearing something and reacting with interest (even amazement) is very important for your research. This reaction of interest may become anger and lead to "we have to do something," which is good. This gives a sense of mission.

Note, however, that research does not arise from intuition alone. For example, suppose there is a young college student who comes to a big city from a small rural area. Suppose this student starts living alone. Previous neighbors were all familiar faces who mingled and exchanged greetings. Leaving home on foot meant running into someone he or she knew. That was just the nature of the town. This type of student might be pretty shocked when living in the city. He or she might think, "The rumors are true. People are cold to one another. Neighbors don't say hello."

Now, this sentiment ("people who live in the city are cold") is a statement based on intuition. A

research approach would involve actually verifying the statement. How can such verification be accomplished? First, a "working hypothesis" is needed. Take the intuition-based statement and shape it into a statement that can be tested. Here is a specific example.

➤ "The city"

This is understandable, but it is actually vague. A city may be looked at in terms of its population density. Taking this approach, we can replace the first part of our statement ("the city") with: "if population density is high..." We can locate data for population density and we can make calculations.

➤ "Cold"

Research or a survey cannot be conducted with this terminology. The meaning behind the word is something like "not exchanging greetings." Here, we can estimate things like the percentage of people who exchange greetings, or the frequency with which they do so. How can this be verified? We could probably draft some appropriate questions and put them on a questionnaire to distribute. A key point will likely be people's interaction with those nearby.

It is possible for us to change the statement, "People in the city are cold, aren't they?" to "As population density increases, the frequency with which people exchange greetings with others in proximity decreases." Once we progress to this point, we need to tackle a survey plan, survey questions, and survey feasibility. Since our statement includes "as population density increases," we will need to compare and contrast a region with high population density and a region with low population density. Our work will require a questionnaire with content asking about the frequency with which people exchange greetings. We will need to administer the questionnaire and create indices. We have to decide at this point whether the survey is feasible given our budget and an eight-month time period.

The working hypothesis and its verification are only one example of a research approach. Please understand that advice on research methods will help support this stage of your project. If your methodology is not sound, your research report will be a tedious document linking subjective statements with hopeful ideas, and you will come to the end of Introduction to On-site Research I and II without gaining experience in real surveys and research. Subjective intuition may be your starting point, but your goal is methodology that crystalizes intuition into knowledge—this is part of active learning.

3.3 Fieldwork

Fieldwork refers to practical study outside the lecture hall. For our purposes, we use a slightly broad definition. Fieldwork is what makes Introduction to On-site Research I and II active learning—you leave the classroom and work on your own to gather your learning material.²

Library research is not that much different—you pour through the stacks reading old newspapers and magazine articles on a specific event. In many cases, though, you will be visiting a region with a policy problem and you will observe the state of the problem, ask questions about it, and gather materials.

Fieldwork is not a casual excursion, so diligent preparations are needed beforehand. As stated in the previous section, if you are not very clear on what you want to elucidate, and how you want to elucidate it, you cannot expect much in terms of results from your fieldwork. Let us also make a separate, but important, point about research and surveys.

This point was covered in the section on time and money limitations: there are expenses associated

² Typically, fieldwork refers to social research activities including living among one's research subjects, conversing with those subjects (called "informants"), and interviewing them. In your groups, many of you will probably do this exact type of fieldwork. Since fieldwork is a research method, you will need to learn how to do it properly. You can do so by perusing the references given in this booklet and by taking the course titled Field Survey Methodology, which is offered in the College of Policy Science. Fieldwork is also a research approach established in sociology and cultural anthropology. It is recommended that you check some resources available in these fields.

with on-site visits. If you cannot gain results commensurate with your expenditures, there is no point in going. And this is not the only important issue. Do not forget that, more than the people traveling to an area, the people living there and offering their precious time to accept and accommodate you are giving a great favor.

Fieldwork involves contact with society. There are some key things to keep in mind when interacting with people in the community.

(1) Appointments

No one is prepared to accommodate a sudden visitor. Of course, there are exceptions, but normally, it is unacceptable etiquette to visit someone without prior contact and an appointment. Fieldwork puts you out in society. In many cases, you will visit a specific person, institution, or organization where you will peruse documents and ask questions; here, too, appointments and etiquette are important. It is essential to clearly convey your objectives, give priority to your counterparty's schedule when deciding the time and date, and clearly convey the numbers and names of people in your group (to the extent possible).

Also, be careful of how you make your initial contact. E-mail is convenient, but some people are not used to it. E-mail also is not generally seen as a formal means of communication. Extra precautions are necessary when choosing e-mail for your first contact with someone you have never met. The same can be said of sending a fax. These communication methods are better thought of as efficient options for contacting someone you already know.

A phone call will probably be better received than an e-mail message. Be careful, though, even with phone calls. A phone call is an interruption in your counterparty's schedule. Pay attention to the time of day that you decide to call and be extra careful if you are making your first contact with someone via a phone call. A sudden call from someone totally unknown is often met with suspicion in the day-to-day world.

Another option is to politely put the gist of your on-site survey in writing and mail it to your contact. This is the most considerate approach. It does require more time on your part, but it does not impose on others. As stated, priority should always go to those you are trying to contact. There are cases where faculty led on-site surveys and cases where they do not. If a faculty member leads, that is usually because that person already has contacts in the region.

However, even in these cases, the survey is not done by the faculty member; students are still responsible for their own research. The faculty member will surely establish communication with his or her contacts. It is important for student research groups to carefully do the same. Again, fieldwork must not become a guided excursion offered by the professor.

In cases where on-site surveys are done without faculty present, please ask your supervisor more about this and where to get the necessary form, complete with your faculty supervisor's signature. Enter the following information on this form.

- a) Research group name (research title)
- b) Name of the person responsible
- c) Names, student numbers, and e-mail addresses of those visiting the site
- d) Name of the destination, incl. address, etc.
- e) Name of the contact person/responsible party on site at your destination
- f) Survey period (dates)
- g) Survey objectives and overview
- h) Means of transportation
- i) Signature (or seal) of the faculty supervisor

(2) Etiquette for on-site research

Etiquette in this case should be self-explanatory as long as you consider whether your conduct will be comfortable for and considerate of the people you are visiting. What should be done in order to avoid causing discomfort? You should observe common sense, politeness, and manners. The people agreeing to cooperate with you on site are not doing so because they want to. It is important to

approach them thinking that they would just as prefer not to help if they had the choice.

If you stand before someone with that perspective, how should you treat them? Consider these tips.

- a) Greet them.
- b) Convey your gratitude.
- c) Be punctual.
- d) Dress well.
- e) Watch the words you use.

Avoid questions you could find the answers to on your own (e.g., "What is the population of this area?")

Anyone who does not observe these points generally makes their counterpart feel uncomfortable. Such a lax character gives the impression that you do not respect the other person or the other person's time. Dress and appearance can be tricky. You may resist appeals to change your appearance because it reflects your personal preferences, values, and lifestyle. But you should think strategically here. It is quite rational to meet your counterpart on common ground culturally in order to have him or her respond well, share information, and cooperate with you. There are, of course, limits to cultural sympathy. If you find yourself being the recipient of bad behavior, be sure to consult with your advisor right away. Although rare, such negative instances can occur.

3.4 Group work

Another component of active learning is studying through group work. After properly setting a research topic, plan, and field, you may expect to find yourself up against your toughest challenge when executing the surveys and research, writing the reports, etc., when in fact, group work could be your greatest hurdle.

Each research group member has different interests, characteristics, and values. It is quite a stretch to expect that everyone will have similar interests, characteristics, and values. You may be tempted to think that differences in these areas will make group work difficult. You may expect that joint research is not going to happen when opinions are divided. This, however, is simply naive.

You will all leave school and enter the world of work at some point. If you picture that situation, you will surely see the many differences in interests, characteristics, and values that will exist in the professional world, far above and beyond university differences with regard to preferring one extracurricular club over another. It is common to collaborate with people of different ages, educational backgrounds, social standings, professional standings, organizational affiliations, and expectations. You cannot really call it group work if the members gathered are all of similar thinking and background.

It is important to see that differences among members bring out creative diversity. Colleagues with different values can exchange opinions on the same issue and cooperate together to refine the research tasks. Group work means that members understand each other's interests, characteristics, and values, and mutually strive to get maximum benefits from them. It is the same as musical instruments of different tones combining to make a wonderful melody. Learning how to orchestrate group work in order to draw out members' talents is important in your studies. Hence, "learning about groups" is one aspect of your education here.

Each member of the group will need to be on the same page regarding your research project and tasks in order for each person's contribution to be realized. It is important to confirm what you plan to achieve over eight months, what your objectives are, and how each member's interests, characteristics, and values relate to the research perspective you have chosen. On top of this, it is necessary to build a very solid work process. This point is truly essential for studying in groups.

For example, suppose there is a group performing a case study of depopulation in farming communities in the Kyoto area. This will likely need

(1) a very firm grasp of the concepts of depopulation and under population. There are probably related documents available in the field of sociology. Also, since depopulation is a social issue, there are probably

- (2) newspapers and
- (3) magazines with reference material, while
- (4) government agencies may have published information on the subject. Depopulation as a social issue will probably have
- (5) specialists in sociology and public finance who have published papers. People living in the local region will also have various inputs to offer. Following this line of thought, you may want to
- (6) survey the content of readers' columns in newspapers, or
- (7) survey people directly in a specified location. You may become interested in
- (8) policies addressing depopulation. You will likely need to research what types of policies have been formulated on the
- (9) national,
- (10) prefectural, and
- (11) municipal levels, where the public sphere is concerned, and on the
- (12) private organizational level as well.

Hence, your research tasks can be divided into these sections, 1-12. Work will need to be divided up within your group assigning individual projects and an order of priority showing which ones to tackle first. This revolves around scheduling. Throughout Introduction to On-site Research I and II, you will need to set short-term schedules ("what needs to be done by next week," "what needs to be done by the week after next") and long-term schedules ("what needs to be done by summer break," "what needs to be done during summer break"), including who will do each task. This type of schedule should be fairly sufficient to cover your tasks in Introduction to On-site Research I and II, and to bring you up to the point where you will write your research results report.

When you are deciding who will do which tasks and when, it is important to allocate work evenly. Even though you decide the research plan yourselves, you will not be able to avoid costs in terms of time and labor. If the allocation of these costs for executing your plans is not rigorously fair without extra burden on any one individual, your group work will disintegrate. Group members who have extreme duties will wither under the stress. These members, and also those who take on few duties despite the need for this to be a group effort, will both have a diminished sense of group affiliation.

➤ Flexibly support each other

Since this is collaborative work in a group, members should basically follow through with their initially assigned tasks. However, as the project progresses, there are times when one person's responsibilities end up being more difficult. This could be from illness or injury; it could be from that person's role requiring more time than initially expected; or maybe s/he does not have sufficient skills for the task. These situations are common. Commitments should be upheld. However, over-commitment can stall progress and become a case of mistaken priorities. A willingness to flexibly help one another is important. The best way to avoid these types of problems is to have regular group meetings and report on your individual progress and be honest with your successes and challenges.

