Academic Year 2021
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 2021

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 will enter the same course in their 3rd semester (spring of 2nd year).

1. Course Outline
Course Category: Policy Science Subjects > Exchange Study Courses > *Introduction to On-site Research*
Term/Credits: Spring semester in 2021 / 2 credits, Fall semester in 2021 / 2 credits → 4 credits in a full year

* Be noted that some projects will provide the chance to conduct a short-term field research, named "Introduction to On-site Research Summer Session (Guest/Host)," during the summer vacation (Aug-Sept) or sometime during the Fall semester, which varies depending on the schedule of the projects. (2 credits each)

2. Course Evaluation
- Research Report
- Research Presentation
- In class participation

3. Applicable Projects
In special projects, you will conduct group research in Spring semester, summer session, and Fall semester about the country of the accepted project along with the action plan drawn by the instructor in charge. Furthermore, you will present your research achievement at the brief session in Fall semester.

(1) Special Projects Offered in English: Thailand / Oregon Project
- <u>As you will conduct fieldwork in the country of the accepted project in the summer session, be sure to check the necessary visa procedures to enter the country beforehand because it is different depending on your nationality.</u>

(2) Other Special Projects (Offered in Japanese): Ibaraki / Indonesia / China Project
- 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.
- <u>As you will conduct fieldwork in the country of the accepted project in the summer session, be sure to check the necessary visa procedures to enter the country beforehand because it is different depending on your nationality.</u>

4. Registration Procedure for Special Projects

    Due date: 5:00 p.m., December 7 (Mon), 2020

    Place: OIC Manabi Station

    Documents to submit:

    (1) Application form, named "Introduction to On-site Research 1 and 2" AY 2021 Application Form for Special Project (inserted in this handbook)

    (2) Research Proposal (Please use the designated form in Word format which will be available at manaba+R.)

    (3) Other necessary documents required by the project that you are considering to apply for.

    * Notes: TOEFL score is not necessary to be submitted 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.

5. Selection

    - Based on the submitted research proposal.

6. Special Project Result Announcement

    Date: December 25 (Fri), 2020

    How: by manaba+R

    Notes: 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 2020. You will receive an award if your presentation is selected as the best proposal among CRPS 1ˢᵗ year students.

7. Grade Notification Period

    Successful students will receive 4 credits by "Introduction to On-site Research I / II".

    In addition, students who have taken "Introduction to On-site Research Summer Session" will receive 2 credits.

    Please note that the grade notification dates vary depending on the term in which the course is offered. Therefore, especially, students who are planning to study abroad or take a leave of absence in AY 2021 should keep in mind this note when choosing a project.

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 (Guest/Host)	Summer Intensive IV	Early March

List of Special Projects AY 2021

	Project Name	Maximum Capacity	Research Area	Maximum Capacity for CRPS students	Language to be used in class	Required Japanese Level	Language to be used at field	Introduction to On-site Research Sumner Session (Guest)	Introduction to On-site Research Sumner Session (Host)
1	Ibaraki	20	Multi-level Governance / Regional Economy and Development / Sustainable Urban Policy	5	Japanese	N3～2	Japanese	Offered	—
2	Indonesia	13	Multi-level Governance / Regional Economy and Development / Sustainable Urban Policy	3	Japanese	N5～4	Indonesian	Offered	Offered
3	Thailand	20	Multi-level Governance / Regional Economy and Development / Sustainable Urban Policy	Recruited together with PSc major students	English	—	English（Thai）	Offered	Offered
6	China	15～20	Multi-level Governance / Regional Economy and Development / Sustainable Urban Policy	3	Japanese	N3～1	Chinese	Offered	—
7	Oregon	14	Multi-level Governance / Regional Economy and Development / Sustainable Urban Policy	6	English	—	English	Offered	Offered

Please note that depending on the COVID-19 infection situation, each field research may be cancelled, then the class of "Introduction to On-site Research Summer Session" may be closed.

■ Ibaraki Project

(1) Objective, theme and characteristics of the project

The population of Ibaraki city has been increasing for more than 60 years in spite of recent population decline in Japan. The southern parts of Ibaraki city have gained substantial population in-migration for decades from other areas in Kansai owing to superior accessibility for railway commuting to Osaka city or Kyoto city. Nevertheless, the population of the northern parts in Ibaraki city has been decreasing due to net out-migration for decades. Most areas of the northern parts are forestry ones and the accessibility to public transport is much inferior to the southern parts. Regional disparities are remarkable between northern and southern parts of Ibaraki city in terms of population density and geographical characteristics.

This project will address themes of regional economy and tourism in Ibaraki city. The project will mainly consider the problems for regional revitalization in the northern parts through literature survey, data analysis, field studies and interviews for the city office. 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 policy issues of local industries in mountainous areas under the tendency of the population decline and the aging of society. Secondly, we will study regional policy issues to enhance tourism. The recent widespread of the novel coronavirus has given serious negative impacts on tourism and regional economy. It is important to consider what kind of regional policies should be promoted during and after the outbreak of coronavirus for regional revitalization. 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.

Moreover, the project will deal with policy issues in southern parts such as urban city planning around railway stations to understand regional characteristics of all parts of Ibaraki city.

In this project, CRPS and PSC students will study together through two semesters. We will use Japanese for all lectures including On-site Research. On-site Research of this project will be held mainly in the northern parts of Ibaraki city for 2 days on the weekend in the spring semester; 1 nights and 3 days in August or September during the summer break period; 2 days on the weekend in the fall semester. The specific dates of On-site Research are TBD.

(2) Field information

The population of Ibaraki city increased from 261 thousand in 2000 to 283 thousand in 2020 because of the net in-migration of urbanized areas in the southern parts of the city. There is a big gap in the population growth rate and the proportion of aging population between the northern and southern areas. The local government implements policies for sustainable

economic development in the northern parts while conducting collaboration between public and private sectors. Those policies aim to increase the number of tourists, visitors and the people who are connected to the local community for regional revitalization.

(3) Language:
Japanese (N1-N3). We will use Japanese language for discussions in the classroom.

(4) Estimated cost students would pay
Roughly 30,000 JPY. This fee includes transportation and accommodation costs for the field trip of On-site Research. We will charter a bus for fieldwork studies in the northern parts of Ibaraki.

(5) Selction Criteria
It is necessary to submit "Research Proposal" at the indicated place during the designated period in order to apply for this project. The number of recruits is about 5 CRPS students (Whole group members are 20 including PS course students).

(6) Pre-requisite and Miscellaneous
Not needed.

(7) Guidance (Japanese only)
The guidance will be held via Zoom on Friday, October 16, at 12:15 - 12:50 PM. Please participate in the guidance with the following zoom meeting ID and password.
Meeting ID: 898 8320 1676
Password: 392387

■Indonesia Project　Proyek Indonesia

(1) Objective, theme and characteristics of the project

Theme: Regeneration and Modernization of Historic Cities in Java, Indonesia

Indonesia has a population of 240 million or over, and the fourth largest in the world. Indonesia has positively accepted the funds of ODA, and with the training courses for government officials by JICA, and in that meaning, Japan and Indonesia have promoted various kinds of fruitful exchanges. Islam is a principal religion in Indonesia, and on the other hand, there are a lot of Hindu temples and Buddhism temples in Java and Bali Island. Thus, Indonesia has a diversity in terms of religious backgrounds. Mataram Sultanate was the independent Javanese Kingdom in the modern history of Indonesia, and it was mainly located in Yogyakarta and Surakarta for centuries. In these historic cities, there remains basic spatial structure and urban elements before the formation of colonial cities of Dutch era such as Masjid (Islam Mosque), Kraton (Palace), Alun Alun (Square), and markets around these facilities. In Yogyakarta and Surakarta, Mr.Buwono is succeeding the status of the royal family, and they stand essential positions not only in the political field but also in cultural areas. Thus, when we discuss the regeneration of cities in Java Island, it is necessary to understand such a historical background of the island.

This project aims to provide students with a series of experiences for finding problems in historic cities in Indonesia through the comparative study between historical cities in Asia or Japan such as Kyoto or Osaka, and to clarify what is "regeneration and modernization in historic districts"? We will adopt Semarang, Yogyakarta, Surakarta, Magellan, Cirebon, and Surabaya, etc. as historic cities in Indonesia during On-site Fieldwork.

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

Students can study about any historic cities both in Indonesia and Japan for the study site of Introduction to On-site Research 1,2. However, one historic city (cities) shall be selected for On-site Fieldwork in summer vacation. Semarang City was the main site of On-site Fieldwork of 2017. The College of Policy Science of Ritsumeikan University had contracted an Agreement of Cooperation with Diponegoro University, and the main site of On-site Fieldwork is fixed by the next spring semester according to the suggestion from UNDIP.

Semarang City has a population of 1.4 million and is the fourth largest in Java Island following Jakarta, Surabaya, and Bandung. Semarang is a commerce city that developed as an outport of the Hindu Mataram Sultanate. The Dutch East India Company established its headquarters in Semarang in 1677 and made a fortress near the port. The administrative center of central java was initially located on Jepara, and in 1697 it was moved into Semarang. Semarang had developed as a colonial city after the movement. There was mosque(s), square, fortress, and palace (Kanjengan) beside Johar market. The Dutch government asked Thomas Karsten, a Dutch city planner, to improve densely settled districts in Semarang. Karsten planned the development process of the outskirts in Semarang for European residents and wealthy Chinese residents who started living in mountainous suburbs ("Toshi-shi Zushu"Shokoku-sha, 2001). After 260 years of the Dutch Colonial era, the building of headquarters, Christian Churches, urban housing of Chinese residents, railway, warehouses, and boulevards are now inherited as urban heritages that have characteristic features of cultures in the colonial era. On the other hand, a kind of vandalism like an increase of vacant houses or graffiti on the walls is seen in this district. Semarang is not only tackling conservation issues but also regeneration or modernization issues.

Students from Ritsumeikan joined the International Field School(IFes), which is held by UNDIP in mid-August. IFes and On-site Fieldwork had canceled due to the spread of coronavirus in 2020, and we had some online classes with UNDIP. In 2021, if it's canceled according to the Ritsumeikan's policy for coronavirus spread again, RU and UNDIP would offer you online courses as much as possible. The period of On-site Fieldwork will be scheduled from late August to early September with ten days, and it would be fixed at the beginning of Spring Semester 2021. Students are requested to reserve your flexible schedule for On-site Fieldwork in late August to early September 2021. The following table is an overview schedule of the fieldwork.

Day	Contents	Day	Contents
1	Move from Osaka to Semarang via Singapore, Jakarta, or Denpasar	6	Heritage Preservation in Yogyakarta, Borobudur, and Prambanan
2	Field School of UNDIP, Campus Tour	7	Survey and interviews in Yogyakarta
3	Survey of Field School of UNDIP	8	Survey and interviews in Yogyakarta
4	Survey of Field School of UNDIP	9	Move back to (or Arrival at) Osaka
5	Survey of Field School of UNDIP, Presentation, Move to Yogyakarta	10	Move back to (or Arrival at) Osaka

(3) Language in IOR1,2: Introduction to On-site Research 1,2 will be conducted basically in Japanese. CRPS students are expected to speak in the level of Japanese N5 or upper. Professor and TA will assist CRPS students with simple translation in some weeks. 通年で日本語。CRPS 生は、簡単な会話が可能（日本語能力試験 N5〜N4）以上の日本語とする。

(4) Language in LGA and On-site Fieldwork: English. Basic conversation in Indonesian.

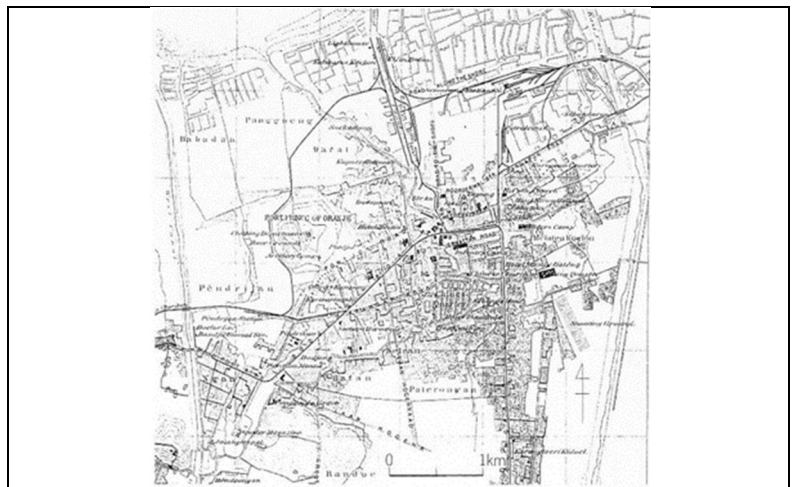**(5) Estimated cost students would pay for On-site Fieldwork in Indonesia**
Flight fare is estimated around to 120,000 JPY (it depends on a day of the week), field school (IFes-UNDIP) tuition 40,000 JPY, additional hotel fare and transportation will need 20,000 JPY. It is approximately 180,000 JPY in total. It is subject to change due to the coronavirus situation.

(6) Selction Criterion
The selection criterion is suitability of proposal with the topic.

(7) Requisite Subjects
Ritsumeikan University and UNDIP are going to conduct "On-site Fieldwork (Host)" that invites Indonesian students to OIC, Japan as a new program. We would request the participants of IOR1,2 in 2020 to assist Indonesian students as a host to study about policy science at OIC. The research topic of UNDIP is likely to be different from ours. This is also subject to change due to the coronavirus.

(8)Note
Students should understand the way of living such as daily prays, food, and clothes of muslims and Indonesia.

Guidance will be held at the following date and time.

Old Map of Semarang

Visit municipal offices and universities for tourism and/or housing project

Guidance   23rd October 2020(Fri) 12:20-12:50   in Japanese at Zoom (Link announced later)

                28th October 2020(Wed) 12:20-12:50   in Japanese at Zoom (Link announced later)

■ 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 remains, and it faces with some issues common among economically developed countries such as aging population. The theme of the project is a group of topics stemming from this phenomenon such as **aging society, housing problems of the poor, community development in low-income settlements (ex. slums)**.

In the **Spring Semester**, project students set group research questions, objectives and hypotheses toward a fieldwork in Thailand for around 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 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 come to OIC, Ritsumeikan University, in **December** for about nine days 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 in Bangkok and/or its outskirts, especially where national agencies, NGOs, and other organizations are engaged. 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. Furthermore, Thailand is getting more aged people and their housing issue is one of the new challenges. Some example which you can study in this project are: **Public senior housing and aging society in Thailand**; **Public housing and community development for low-income settlement**s; and other related topics.

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 people (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 between Japan and Thailand: 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. Keep in mind that your effort to acquire skills from now (from today!) is more important than your present skills. Even though you do not have confidence, but if you have a strong resolution 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 two subjects below, with the former about going to Thailand for the fieldwork during the summer break, while the latter for working together with Thai students who conduct a fieldwork in Japan in December.

● "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]"
● "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]."

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. But if CRPS students need 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 & Time: 12:15-12:55, 22nd October (Thu), 2020
Method: Zoom meeting
URL: https://ritsumei-ac-jp.zoom.us/j/92302670100
Meeting ID: 923 0267 0100
Password: 622735

Contact freely with **Associate Professor Yusuke Toyoda** for this project (He was in charge of this project in 2020, but a teacher for 2021 is not determined yet): toyoday@fc.ritsumei.ac.jp

Lecture by NESDB (National Economic and Social Development Board)

Survey at Klong Toei Slum (biggest slum in Bangkok)

Final Presentation and feedback session

■中国フォーラムプロジェクト

（1）目的およびテーマとその特徴

1） テーマ

　チャイナ・イノベーションの現状と課題

2） 目的

　中国は、1978－2018 年の 40 年間、GDP 規模は約 40 倍、世界経済に占める割合は約 2%から 20%まで上昇した。それを支える駆動力の一つは、科学技術創新（イノベーション）である。一国の革新力の向上を示す研究開発費の伸び率を見てみると、中国の 2013–16 年の研究開発（R&D）経費の年平均成長率は 11．1%で、世界トップクラスとなっている。2018 年の R&D 経費は 1 兆 9657 億元（約 32 兆 4300 億円）で、投入強度（R&D の対 GDP 比）は 2.2%である。特に近年は、デジタル経済（通信販売、モバイル決済等）、第 5 世代移動通信システム（5G）やスマートシティを代表する新技術新産業が猛スピードで進化し、フィジカル空間（現実空間）とサイバー空間（仮想空間）を高度に融合させ、経済発展と社会的課題の解決を両立させようとするイノベーションの代表となる。本特定プロジェクトは、中国の経済・社会・環境、特に脚光を浴びているこれらの新技術新作業を焦点に、その現状と課題を調査し、日中比較を通じて、政策課題の発見、分析、立案といった一連の政策実践演習を行うことを目的とする。

3）年間予定

前期

① 現地調査やデータ分析の方法並びに中国の全体像を教授・学習する。②デジタル経済、5G とスマートシティ、環境産業などを中心に、関係知識を事前に取得する。③定期的に発表し、フォーラム参加者全員がその知識を共有する。④夏季の中国現地調査への諸準備を行う。

夏期

●現地調査予定時期・期間：8 月下旬または 9 月上旬　12 日間前後予定。詳細はフォーラム参加者諸君と相談の上、日程と訪問先を決める。

●日程案

　第 1 日　　関空―上海　移動

　第 2 日　　午前　浦東経済特区・自由貿易区視察

　　　　　　　午後　上海交通大学日本研究センター訪問、大学生と交流会

　第 3 日　　高速鉄道体験、杭州へ移動、杭州低炭素館、シェア自転車など調査

　第 4 日　　アリババ本社見学調査

　第 5 日　　烏鎮（世界インターネット大会開催地、国家主導のスマートシティ）見学調査

　第 6 日　　杭州日本工業団地日系企業見学

　第 7 日　　杭州―深圳移動、中国のシリコンバレー深圳市内散策、深圳資料館参観

　第 8 日　　華為本部見学、トップ経営者へのインタビュー

　第 9 日　　深圳経済特区・スマートシティ見学

　第 10 日　日系企業見学

　第 11 日　深圳大学と交流会

　第 12 日　深圳―関空（帰国）

後期

①夏期現地調査結果を総括し、②調査結果に基づき、比較分析・研究発表を行い、③全体報告書を作成する。

(2)調査対象（フィールド）およびその特徴

●**場所**：上海（中国の最大経済都市）、杭州（中国のデジタル経済発祥地）、深圳（中国のシリコンバレー）の予定（フォーラム参加者と引率教員との協議により変更される場合がある）

●**対象**：分野的にはデジタル経済、５Ｇとスマートシティ、空間的には大学（学生との交流）、企業（日系企業、立命館大校友企業含み）、政府機関などする。

●**特徴**：アリババの発祥地杭州、華為の発祥地深圳や日系企業など現地調査を行い、リアルな中国を実感し、研究調査分析の能力を向上するのみならず、技術と社会のイノベーションという両面から、個人、社会と世界が今後目指していくべき方向性を考え、政策、技術と社会の視点から、整理・提案・報告する。

(3)授業で使用する言語

日本語（必要な日本語レベル：論文執筆も可能（N1））

(4)フィールドで使用する言語

日本語（通訳のフォローはする）

(5)受講生が負担することになる概算費用（約 22 万円）

航空料金	関空−上海 35,000 円、杭州−深圳 15,000 円、深圳−関空 45,000 円	95,000 円
高速鉄道料金	上海−杭州約 2,000 円	2,000 円
宿泊料金	12 泊×5,000 円	60,000 円
食事代	12 日×4,000 円	48,000 円
現地交通費等	15,000 円	15,000 円

(6)選考方法

●**選考**：「リサーチ・プロポーザル」（フィードバックを受け修正したもの）及び応募レポートによる選考

●**応募レポート論題**：中国フォーラム志望理由（中国語学習歴があれば、文章の最後に記入して下さい）

●**書式**：Ａ４、ワープロで横書き

●**字数**：1500 字前後（１ページに収めること）

(7)履修すべき科目

可能な限り、第二外国語として中国語を履修してください。

(8)注意事項

現地の地理や気候、食文化などを事前に把握すること。夏季の現地調査なので、熱中症など健康管理、交通安全、社会治安など予備知識とリスク管理に留意すること。

(9)個別ガイダンスの日程

日時：10 月 14 日（水）６限（18：00〜19：30）

場所：ZOOM（URL：https://zoom.us/j/6609351396 ）

■Oregon Project

"Community Development and Sustainable City Planning in the Portland metropolitan area"

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 distantly-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 to 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;

It's up to the Covid-19 pandemic condition, but in Summer Break, it has a field visit phase (almost 9 or 10 days from between 29 Aug. and 18 Sep.2021.) 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 270,000 - 290,000JPY (Flight ticket: 130,000JPY, Workshop participation fee in Portland State University [transportation, accommodation, etc.: 140,000- 160,000 JPY],   ESTA or VISA cost and others are needed.   Extra expense for Food cost, Insurance are also 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 which 2019 was 40,000JPY.

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 14 including CRPS.

7. Subjects recommended for students to register

For students in PS Major (who learn in Japanese)

　　English skill might be 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: Date announce later, 2020 12:20-12:50 @ AS851 or Zoom

　　Possible bringing your lunch

Please contact freely with Professor Kanegae for questions (however, a teacher in charge of this project in 2021 is not determined yet): hkanegae@sps.ritsumei.ac.jp

References:

https://www.pdx.edu/visit/

https://www.pdx.edu/urban-public-affairs/

https://www.pdx.edu/center-for-public-service/japan-programs

https://www.oregon.gov/OEM/hazardsprep/Pages/2-Weeks-Ready.aspx

"Introduction to On-site Research 1 and 2" AY 2021 Application form for Special Project

Due date: 5:00 p.m. Monday, December 7, 2020 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
	Ibaraki	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	20	5
	Indonesia	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	13	3
	Thailand	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	20	Recruited together with PSc major students
	China	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	15~20	3
	Oregon	Multi-level Governance Regional Economy and Development Sustainable Urban Policy	14	6

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

There is	There is not

● Are you planning to **go study abroad or take a leave of absence for a semester or year** during AY 2021?

Planning	Not planning

For office use only

Note	Judgement

Research Proposal for Introduction to On-site Research AY 2021 (CRPS)

1. Student ID and name

Name		Student ID	
Research Area	◇Multi-level Governance ◇Regional Economy and Development ◇Sustainable Urban Policy	**Applying project** **(Please check the one you hope to apply for.)**	◇Ibaraki Project ◇Indonesia Project ◇Thailand Project ◇China Project ◇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: <u>The first is independent learning.</u> 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. <u>The second objective is to learn through fieldwork.</u> 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. <u>The third objective is collaborative group work.</u> 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.

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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

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[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 grasps 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.