

授業科目名： 地域研究の理論と方法 Theory and Methods of Regional Research			担当教員名： 穆堯芊、鈴木均 Yaoqian Mu, Hitoshi Suzuki
選択必修： Elective	単位数： 2	開講学期： Spring	開講言語： English
<p>○Aim of this class and themes; 授業の到達目標及びテーマ</p> <p>This class focuses on the formation of regions, the basic factors of regional development, its internal and external relations, and policy-making- and decision-making processes. We will learn and discuss the methods and contents of case studies. This class forms a part of the Introductory and Basic Courses.</p>			
<p>○Outline of this class; 授業の概要</p> <p>Regional studies is a multi-discipline research field which focuses on North East Asia, Asian Pacific, and Europe including studies on each country. These include not only politics and economy but also history, culture, languages and religion. We will focus on regional case studies with multi-disciplinary perspectives.</p> <p>In order to carry out research on regions we will analyse the basic factors of regional development, the decision-making- and policy-making processes of various policy fields. We study the methods of case studies and field work on domestic politics, intra-regional relations, inter-regional relations, international organisations and global norms.</p>			
<p>○How each class proceeds; 授業の方法</p> <p>1). English is the working language of this class, but we will flexibly use Japanese and Chinese languages if they are required by students.</p> <p>2). Students enrolled in this class should read the materials mentioned below in advance of each class. We encourage students outputs and active participation in class debates, and will keep lecturing to minimum. Students are asked to actively take part in group works and debates.</p>			
<p>○Class schedule; 授業計画</p> <p>After the first class “Introduction,” this class will proceed with the first half by Mu (Classes 2-8) focusing on the basic factors of regional development and China, the latter half by Suzuki (Classes 9-15) on Europe and Asia.</p> <p>Class 1: Introduction; The basic factors of regional development, Case studies of regional research; Policy analysis and decision-making process. (Mu / Suzuki)</p> <p>Part 1: the Basic Factors of Regional Development, Case Studies of Regional Research (Classes 2-8 by Mu).</p> <p>Class 2: Geography</p> <p>We discuss the relations between place and prosperity. The world is not flat, markets shape the economic landscape. We will make it clear What economic integration means, from local, national and</p>			

international perspective.

- World Development Report 2009, “Reshaping Economic Geography,” The World Bank, 2008

Class 3: History

A region doesn't come out suddenly. The present of a region is relative to its history. We discuss a historical case study of Tumen River International Cooperation, a main development program in the Northeast Asia Area. We try to understand the background of development policy in local government from a historical perspective.

- Li. Tie (editor in chief), “History and Progress of Tumen River International Cooperation (1995-2015),” Jilin Publishing Group Co Ltd., 2017

Class 4: Globalization

Which area has been helped the most by globalization? Which area has been held back? Will inequality disappear as globalization continues? Let's think about the impact of globalization on regions in this class.

- Branko. Milanovic, “Global Inequality: A New Approach for the Age of Globalization,” Belknap Press: An Imprint of Harvard University Press, 2016

Class 5: Creativity

Creativity brings us new technologies, new industries, new service, new wealth, and new raising regions. Creativity is the forces that was reshaping our economy, our geography, our work, and our whole way of life. We will discuss what creativity it is, and where it comes from.

- Richard. Florida, “The Rise of the Creative Class,” Basic Books, 2014

Class 6: City's death and life

Do you think your city is attractive and energetic? What are the factors to determine a city's life or death? We saw low-income housing areas, middle--income and high--income housing areas exist in a city, and the city is divided into several different parts by function like cultural center, commercial center, industrial center. How do you think about it?

- Jane. Jacobs, “The Death and Life of Great American Cities,” Vintage, 1992

Class 7: Border

The best place to understand the difference between countries is the border. You can see different types of landscape, eat real foreign meals, meet interesting people, and think about what's the real appearance of the country.

- David. Eimer, “The Emperor Far Away,” Bloomsbury Publishing PLC, 2015
- Barbara. Czarniawska, “Social Science Research: From Field to Desk,” SAGE Publications Ltd, 2014

Class 8: Development plan

China has created a large number of regional development plans in recent years to improve its economic growth. Do these development plans work? What's the impact of development plans on regional economy?

• Zhang, Keyun, “The Background, Intent and Prospects concerning China’s Frequent Formulation of Regional Development Plans,” ERINA REPORT, 2012, No. 103, pp.10-14

Part 2: European integration and the Asian Pacific (Classes 9-15 by Suzuki).

In the latter half of this class (Classes 9-15) we will focus on the case studies of European integration. The decision-making- and policy-making process of the European Union (EU) in each policy field will be looked into. We will also discuss the external relations of the EU and its member states with the Asian Pacific. Policy fields not mentioned below will be flexibly taken up if participants request.

伊藤光利、真淵勝、田中愛治『政治過程論』（有斐閣、2000年）

Makoto Iokibe (ed.) 2011. *The Diplomatic History of Postwar Japan*. London: Routledge. (五百旗頭真編『戦後日本外交史 第3版補訂版』有斐閣、2014年)

Shigeki Hakamada. 2019.2. *The Sino-Russian-US Triangle and Northeast Asia: A View from Japan*.

Class 9: The EU: Institutions and actors.

We will look into the EU’s institutions on decision-making- and policy-making process in which variety of actors participate; EU organisations, government ministries, industry, NGOs, and European citizens. We discuss the necessary methods and perspectives of carrying out case studies on Europe.

* Helen Wallace, Mark A. Pollack and Alasdair R. Young (eds.) 2015. *Policy-Making in the European Union*, 7th ed. Oxford: Oxford University Press.

* Christopher Hill and Michael Smith (eds.) 2011. *International Relations and the European Union*, 2nd ed. Oxford: Oxford University Press.

• 田中素香、長部重康、久保広正、岩田健治『現代ヨーロッパ経済 第5版』（有斐閣、2018年）

• 遠藤乾編『ヨーロッパ統合史 増補版』（名古屋大学出版会、2014年）

Class 10: Trade and the single currency.

We will discuss trade and the single currency euro as one of the fundamental policy fields of the EU in constructing a border-less European economy. We focus on various actors and the policy-making process, including the recently signed Japan-EU-EPA, the TTIP with the US, and external relations with other third countries/regions.

* D. Hodson, “Policy-Making under Economic Monetary Union: Crisis, Change, and Continuity,” in Wallace, op.cit, 2015, pp.166-195.

• S. Woolcock, “Trade Policy: Policy-Making after the Treaty of Lisbon,” in Wallace, op.cit, 2015, pp.388-406.

Class 11: Agriculture and regional development.

We focus on the two largest budget-spending policies of the EU, which are the Common Agriculture Policy (CAP) and the regional policy. CAP is a combination of free internal market, subsidy and fixed price on one hand, and common external tariffs on the other. We also discuss how the regional policy has closed the economic gap within the EU or not.

* C. Roederer-Rynning, “The Common Agriculture Policy: The Fortress Challenged,” in Wallace, op.cit, 2015, pp.196-219.

• I. Bache, “Cohesion Policy: A New Direction for New Times?,” in Wallace, op.cit, 2015, pp.243-262.

Class 12: Global issues: environment, immigration and refugees.

We discuss the issues requiring global solutions on environment, immigration and refugees, which are policy fields that various actors participate. The EU and its Schengen Agreement aimed to achieve free movement of citizens. Some of the member states opt-out from the Schengen while non-member states opt-in. The policy on refugees is separated from the Schengen. Environmental protection is another issue requiring cross-border cooperation, both in the EU and globally. We discuss whether the EU is capable in defining global norms.

* A. Lenschow, “Environmental Policy: Contending Dynamics of Policy Change,” * C. Roederer-Rynning, “The Common Agriculture Policy: The Fortress Challenged,” in Wallace, op.cit, 2015, pp.319-343.

• S. Lavenex, “Justice and Home Affairs: Institutional Change and Policy Continuity,” in Wallace, op.cit, 2015, pp.367-387.

Class 13: Security, alliance, aid, and war on terror.

After the cold war ended, European integration shifted away from a ‘solely’ economic integration and expanded its policy field to foreign and security policy, aiming to voice themselves externally with a single policy. How does this policy agree with the NATO? We will discuss how the EU and member states fight the war on terror and the EC/EU’s development aid.

* J. Howorth, “The EU’s Security and Defense Policy: Towards a Strategic Approach,” in Hill, op.cit, 2011, pp.197-225.

Class 14: Relations with Japan and the Asian Pacific.

Based on our discussion in Classes 9 to 13, we focus on the EU and its member states’ relations with the Asian-Pacific countries. Will Europe’s commitment influence the region, and vice-versa? What role does the EU play in setting global norms and rules?

* B. Giegerich, “Foreign and Security Policy: Civilian Power Europe and American Leadership,” in Wallace, op.cit, 2015, pp.436-463.

• C. Hill and M. Smith, “Acting for Europe: Reassessing the European Union’s Place in International Relations,” in Hill, op.cit, 2011, pp.458-480.

Class 15; Summary of Part 2 “European integration and the Asian Pacific.”

We summarise the discussions of Classes 9-14 on European integration.

○Textbook; テキスト

Part 1: Mu will provide materials one week before each class.

Part 2: Suzuki will provide materials one week before each class. Books marked with * above are textbooks and those with • are references for further reading.

○Further reading; 参考書・参考資料等

Part 1: See the reference materials

Part 2: See above “Textbook.”

○Grading; 学生に対する評価

Part 1: 50 points.

25 points; presentation in class, debates, and active participation. Students are asked to prepare a short-paper on the Readings of each class, 1-paged A4 sheet (single-space, 12 points times-new-roman).

25 points; final essay. Students are required to submit an in-dept and original analysis on the theme of the second-half Classes, 5-paged A4 sheet (single-space, 12 points times-new-roman).

Part 2: 50 points.

25 points; presentation in class, debates, and active participation. Students are asked to prepare a short-paper on the Readings of each class, 1-paged A4 sheet (single-space, 12 points times-new-roman).

25 points; final essay. Students are required to submit an in-dept and original analysis on the theme of the second-half Classes, 5-paged A4 sheet (single-space, 12 points times-new-roman).